

DIARY

What future for the yuppie comprehensives?

To Welford College, Oxford, to discuss with Oxfordshire's comprehensive heads and deputies the prospects for both their schools and the public schools over the coming decade. Oxfordshire, one of England's more yuppie counties, has been firmly comprehensive for some time now; I am treated over dinner to stories of how Kidlington copes with the phenomenon.

A sleepy rural village in my day, Kidlington is now, it seems, what living in Oxfordshire is all about - a competitive suburban crucible for mixing up our new top salaried professionals - policemen from the Thames Valley HQ, prison officers from the youth custody centre and dons who don't care for North Oxford. The dons, I am told, are currently the more pushy and yuppie; but the policemen and prison officers are working on it.

Perhaps Clive Booth should move to Kidlington. Clive is Oxford's newest quasi-don, translated, at the tender age of 42, from the DES inspectorate to running Oxford Polytechnic, the plate-glass edifice at the top of Headington Hill. He was picked, it seems, because he is well-versed in the "Yes Minister" rules of the corridors of power, having played private secretary Bernard Woolley to two Sir-Humphrey-Appleby-type permanent secretaries, Sir William Pile and Sir James Hamilton, during the last Labour government. I admired his "on the one hand, but you see, Minister, the other hand" style, which I worked with him as Fred Mulley's PPS and desultory discussions were proceeding over what, if anything, Labour should do about the public schools. In the end, it was decided to set up a secret committee to consider the matter, which went on secretly considering it until we lost the 1979 General Election.

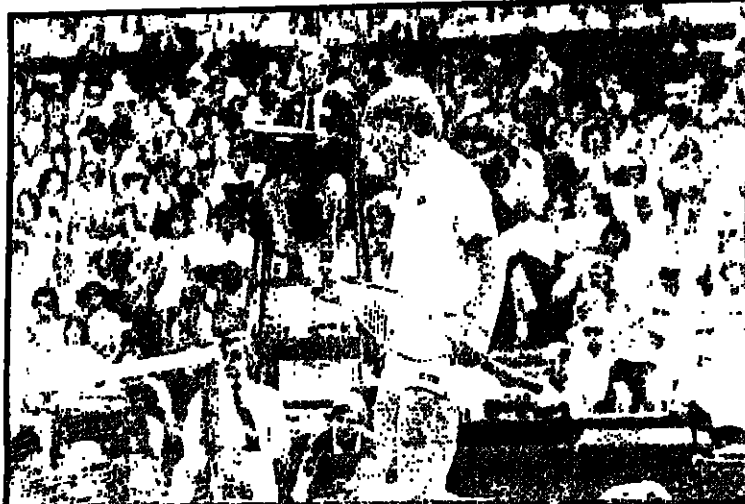
My opposite number at the Wolfson medieval disputation was a public school head, one Dennis Silk, formerly memorable for his cricketing prowess and later for the acquisition of a series of free TV adverts for Radley, the academy of which he has been Master for 17 years.

He performed with style and vigour, attributing to the public schools a host of educational and religious virtues and to the Labour Party a mindless desire to destroy them all. I assured him that all we wished to do was to return the public schools to the public objectives for which they had been founded - free education for the poor.

Ten years ago I had a similar disputation with Sir Desmond Lee, the headmaster of Winchester, on a Commons Select Committee looking into the public schools' charitable status. I had pointed out that Eton was founded for 12 poor and needy boys from the parish of Eton who were competent in Donatus and plain song.

(Sir D Lee) How many poor boys in those days could read and write, knew plain song and could do the elementary Latin grammar of Donatus? There is a great deal of controversy about exactly what the original foundation was. It says it's for the poor and the needy, but it goes on to specify certain educational standards. . . I should have said it was very difficult to know whom William of Wykeham had in mind. He clearly had not the rich in mind. On the other hand he clearly did not have a large number of illiterate peasants in mind. Whom had he in mind?

I had to remind Sir D that it was 1 who was asking the questions. Ten years later, Dennis Silk still had no answer to why the public schools keep



Becker and caller tennis umpire David Howie is Britain's top youth bureaucrat.

the pious founders in purgatory by opting to educate the rich.

Many of the comprehensive heads were keenly interested in Labour's more immediate private school plans - the withdrawal of all public subsidy and the imposition of VAT. Some Oxfordshire comprehensives are in direct competition with their local private schools and I gained the impression that they would welcome even a small adjustment in the terms of trade. It could boost recruitment and the VAT could help repair their crumbling buildings. That the private sector can afford a little extra taxation was made clear last month when the Provost and Fellows of Eton capitalised to the militant threats of the teaching staff (130 odd men and one woman: staff/student ratio 1:10) and conceded an 11 per cent pay rise. If only it were so easy with Sir Keith.

The National Youth Bureau, an organization I chaired for some years at the behest of Shirley Williams, in the days when she espoused socialism. Many thought that NYB would be a quango ripe for the chop when the Conservatives took over. In the event it has been given a clean bill of health - partly because there is an equally strong youth-mafia in all the political parties.

Local government is waiting with bated breath for Widdicombe - a small committee headed by Mr David Widdicombe QC and instructed by Patrick Jenkin to decide in four months an issue that has been puzzling the world's philosophers for centuries - the difference between information and propaganda.

It is due to report at the end of the month. It has not received much help from the courts. The most recent stab at the matter was by Mr Justice Gidwell in *R v ILEA ex parte Westminster* the burden of which was that local government publications should inform rather than persuade. Thus "GLC Working For London" is OK information; but "Keep GLC Working For London" forbidden propaganda.

David Widdicombe is assisted, among others by Peter Newman - ex-ILEA education officer, so he may come out with some brilliant definition. But I should warn Patrick Jenkin that his principal opponents, if he tries to legislate on the issue, will be Saatchi and Saatchi and others of the advertising fraternity - who see their lucrative local government accounts going down the tube. Watch out for the next thrilling serial - Saatchi v Thatcher.

Books provide the great escape for most prisoners.

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expect? The Home Office folk purported not to understand the dramatic increase in Britain's prison population. I think I can help. Prisons are like motorways. If you build more of them, they fill up fast. By far the most interesting part of the visit, was getting into Cleland House, which is Whitehall's newest and most security-conscious prison office, with an entrance rather like a "Dr Who" film set. It is just as difficult as getting into Broadmoor or Wormwood Scrubs, but the experience at the Prison Department has a hi-tech, 21st-century feel about it. A man in uniform passes a credit card through a slot, you are inserted into a transparent space capsule and eventually released into the interior of the building. I remark to the staff that it must have cost a bomb, but they seem trained not to smile at such pleasantries.

Taking the capsule

To the Home Office Prison Department in Cleland House next to Westminster Hospital, to plead for more money for prison education. We didn't get it; with a 48,000 prison population - still rising fast - what could we

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Pay campaign to intensify next term as talks collapse

by Mike Durham and Richard Garner

Schools face a sharp increase of disruption in the autumn term following, this week's collapse of pay talks and the ending of the fragile alliance between teacher unions and Labour local authorities.

The written statements by a number of authorities supporting the teachers' case for a substantial pay rise will now be ignored by the NUT who will not accept those I.e.s.s. from future industrial action.

For their part, the employers are appealing over the heads of the union leaders to rank-and-file teachers to reconsider the latest pay offer.

Employers' leader Mr John Pearson was scathing in his criticism of teachers' leaders, who, he said, were out of touch with their membership.

"We're now hoping that all teachers -

offer might not return to the negotiating table. By the time talks resume, which will not be before next term, the Government's "hit list" of rate-capped authorities in 1986 to 1987 would be published and I.e.s.s. would be even more strapped for cash.

He estimated that the offer would be enough to place up to 25 new authorities within the rate-capping law.

Mr Pearson stressed there was all-party unity among the employers on the level of the offer and the fact that it could not be increased.

The Council of Local Education Authorities unanimously commended the employers team in its attempt to find a settlement and condemned Sir Keith Joseph.

"CLEA registers extreme disappointment that the most honourable and realistic settlement terms that could be offered have not been accepted," a statement said.

The National Union of Teachers will now consider the possibility of bringing selected areas of the country out on extended strikes. In addition, the NAS/NUT intends to involve each and every one of the 104 local education authorities in selective strike action during the early part of the autumn term.

The collapse came only 24 hours after college lecturers' negotiators had struck a deal with the employers on a 5.8 per cent settlement for 1985-86.

Chief education officers and their deputies are to meet local authority employers next week in a renewed bid to resolve their 14 per cent pay claim.

The officers are also asking for merit pay to reward exceptional performance, payment for working in the evenings, and other perks including sabbatical leave after five years' service.

The teachers' leaders are going too far too soon. We can't put right in two or even three years the problems of the past 10".

Mr Pearson said the employers' pay dispute stories in full page 9

Right steps up campaigning

by Hilary Wilce

Extreme right-wing organizations are stepping up campaigns to recruit members from schools and colleges.

The National Front has announced a recruitment drive among college students, following the publicity surrounding Mr Patrick Harrington at North London Polytechnic.

The British National Party has leafleted a handful of schools in Devon

and Cornwall over the past school year and now plans to extend the campaign to secondary schools in Somerset, Avon and Wiltshire.

Mr Len Walker, of the BNP's south-west branch, said the plan was to "blanket the West Country". School gate campaigns would also be launched in the Midlands, Liverpool, Manchester and Scotland, he said.



And the band played on . . . Sisset Middle School Music Theatre, of Huddersfield, at the 1985 National Festival of Music for Youth in London last weekend. Review, page 24; Photo Report, page 29.

Thatcher hints at return of direct grant schools

by Biddy Passmore

The Government is looking at the restoration of direct grant schools, Mrs Thatcher said during a television interview broadcast on Wednesday.

Pressed on her plans to give parents more financial power over their children's education, the Prime Minister said she could not promise anything yet, but added: "I would like to increase the Assisted Places Scheme, I would like to bring back what are called direct grant schools".

Later, she added that redressing the balance between state and private schools would take "quite a time because it would mean setting up direct grant schools and we are looking at that".

She was speaking on Channel Four's *Dispute Reports* programme.

It was not clear from her remarks if she had in mind simply an expansion of the Assisted Places Scheme, to the point where all pupils at the schools taking part depended on state assistance with fees, or a new scheme under which some schools, probably in inner city areas, would receive a direct state subsidy.

"The DES was unable to shed light on her comments, and stated simply that the restoration of direct grant schools was 'one of the matters ministers look at from time to time'".

Mrs Thatcher also raised the possibility of taking another look at vouchers.

"I'm very disappointed that we were not able to do the voucher scheme and I sometimes think that I must have another go because there are a number of parents who come and say well look

we would like to spend more of our money on educating our children but there isn't the possibility it's either all private or all state . . .

As with her Education Secretary, Sir Keith Joseph, many of the Prime Minister's remarks revealed the frustrated radical.

She repeatedly expressed her regret that there was so little effective choice for most parents and her desire for a partnership between the state and private sectors, so that more parents could pay "something, a small amount and not a great deal" towards getting the education they wanted for their children.

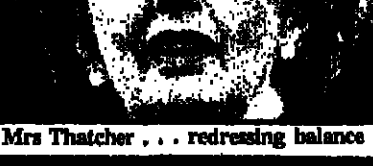
She virtually dismissed the Government's plans to put more parents on governing bodies, complaining: "It's still either the state or private . . ."

Mrs Thatcher was replying to questions put by Miss Christine Chapman, formerly education officer at the Conservative Research Department, who now works for Channel Four.

Some ethnic minority students may be attracted to a career in school where their ability to communicate in English plus another language would be valuable, the paper suggests. "All primary teachers need to acquire strategies to meet the needs of new pupils from homes where English is seldom or never spoken; the teacher who is conversant with the home language can have a particular contribution to make."

Earlier this year the Swann Committee recommended the DES should clarify the arrangements for granting qualified teacher status to members of ethnic minority communities with appropriate overseas qualifications provided this involved no dilution in standards.

Mrs Thatcher . . . redressing balance



Mrs Thatcher . . . redressing balance

DES move to boost supply of ethnic staff

by Bert Lodge

The DES is ready to grant qualified teacher status in individual cases to teachers from the ethnic minorities who lack the normal qualifications, it was announced last week.

This would be one of the ways of increasing the supply of ethnic minority teachers says the DES in a consultative paper concerned about the disproportionately low numbers of such teachers in schools.

Any application for recognition would need to be accompanied by an appropriate recommendation from an employing authority, the paper stresses.

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year's National Festival of Music for Youth. 21-25

Resources/Video/Media

Michael Clarke on holograms as an alternative means of reproducing works of art; Nick Baker on 2000; David Whitehead reviews a major series of videos on economics; Paul Flather on a comic video on drug taking and Andy Hargreaves on a video on

NOTICEBOARD

PEOPLE...



Mrs Helen Raafat (pictured) to be head of Sir James Barrie Infants school, south London. She is currently attached to ILEA's unified language scheme in Wardsworth, Castle JMI, Stoke-on-Trent, to be head of Salfrey primary school, Warrington, Stoke-on-Trent. Mr Christopher James, head of Northfield School, Birmingham, to be head of Harborn Hill School, Birmingham. Mr Andrew Collier, head of The Elms with Safford Court, near Malvern, to be head of Kebble preparatory school, Wednes Hill, North London in succession to Mr D Watkins, who retires in April, 1986.

Mrs Florence Bortlesstone, deputy head of Devonshire Hill JMI, Haringey, to be senior lecturer in early childhood education at Avery Hill College. Mr Marion Silverlock, community education worker for

Exmoor and a freelance trainer, to be community education officer for the Taunton Deane area of Somerset.

Mr Derek Orrell to be director of education, South Glamorgan, on the retirement of Mr Lyn Cote at the end of the year. Mr Orrell is currently deputy director.

Mr George Turnbull to be industrial liaison officer for the Associated Examining Board. He is a member of the Board's current administrative staff.

CONFERENCES...

August 29 - September 1 British Educational Research Association annual conference at the University of Sheffield. Papers and symposia will cover teacher research, teacher appraisal, curriculum and special needs, teacher education, school effectiveness, TVEI evaluation, inter-ethnic understanding, gender and classroom life, science education, information resources, 16-19 education and training, exams and assessment. Teachers are particularly welcome. Details from Dr John Gray, Division of Education, Sheffield University, Sheffield, S10 2TN.

September 9-11 "The Future of the English Language in the Commonwealth" - a conference for educators, linguists, ESL, EFL and other teachers at the Commonwealth Institute, Kensington High Street, London W8. Fee £40 (concessions £20).

£20). Details from Indira Nandha, Education Department, 01-603 -4535 ext 267.

September 14 Annual conference of the Hillingdon branch of the National Association for Primary Education at Newland Park College of Higher Education, Buckinghamshire on "Teacher Know Thyself". Speakers include Dr Graham Wilson-Pratt, Mr Ron Latch and Professor Bartle Everard. The fee is £650 (non-members) or £750 (non-members). Details from Roger Pinkerton, Yeading Junior school, Croydon Road, Hayes, Middx.

September 21 Institute of Health Education and Northamptonshire Health Education Teachers' Association conference on "More Food for Thought" at the University Centre, Northampton. The workshop will be led by Issy Cole-Hemilton of the London Food Commission and will be open to all teachers and health professionals. Fee £10. Details from Dr Leo Baric, 14 High Elms Road, Hale Barns, Cheshire.

EVENTS...

July 12-14 National Festival of Music for Youth at London's South Bank will include leading youth orchestras, jazz bands, chamber music and the European Violin Competition. Details from Music for Youth: 01-

730 2628 or the Royal Festival Hall, 01-928 3191.

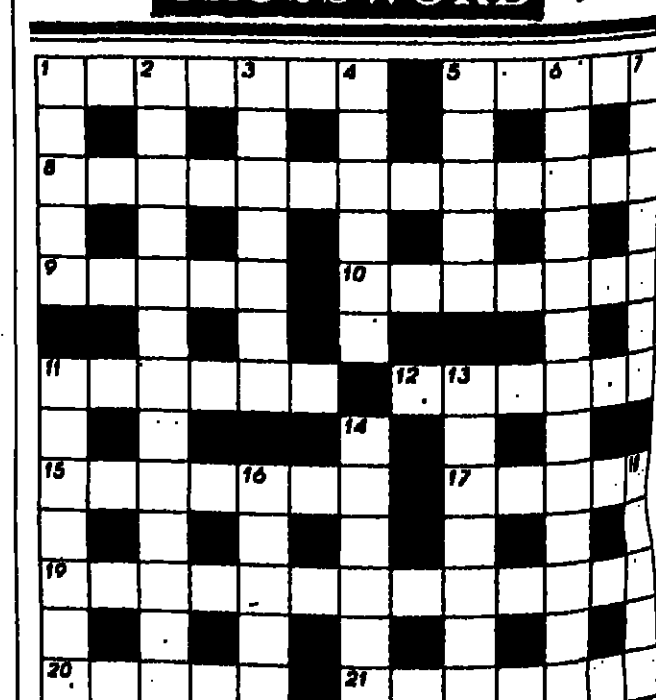
August 5-9 English Schools' Cricket Association Junior Festival for primary school boys at Dartford College, Kent. The residential course includes coaching in the morning and inter-county matches in the afternoons. Details from the organizer: Mr John Hood, 39 Invicta Close, Burslem Way, Chislehurst BR7 6SL.

Until September 30 A photographic exhibition at Yr Hen Gapel, Trei-ddol, Dyfed, looking at the events which led to the establishing of Sunday Schools and their development over the past 200 years.

INFORMATION

Dental Health A multi-disciplinary dental health education group has been formed as a result of the Inclusive Dental Health Education Workshop at the University of Kent in April 1984. It is seeking views on the roles and responsibilities of teachers and/or health education coordinators in providing dental health education. Does such work appear in the curriculum in its own right, or as part of an integrated, multi-disciplinary scheme of health education? Please write to Brian Starlings, Maidstone Health Authority, Esplanade Pavilion, Preston Hall, Maidstone, Kent ME20 7NR.

No 211 CROSSWORD by Rufus



Across
1 Hero-worshipper (7)
5 The Spanish weapon involved in the movement of arms (5)
8 A fellow in college (10, 3)
9 Put me in and the answer's correct (7)
10 Daily journalist (7)
11 Outside the limits. It's done by arrangement (6)
12 Dress I put on about spring (6)
15 Sumner allowed to take part in a different feat (7)
17 One doesn't have to have them (5)
19 No reason for adding others? (7, 4)
20 Head of a...

Down
1 She has a fatal aura of fascination about her (5)
2 He's a good citizen and lives next door to a policeman (5, 2, 3, 3)
3 Doctor needs transfer to a city of China (7)
4 More's ideal land in which to live (6)
5 Run over! (5)
6 He's going to mounting himself! (7, 6)
7 Musing...

11 Is surrounded by bread crumbs and cooked (7)
13 The opposite of 'crisis'! Well, not (4)
14 A way of acting (6)
16 He's forced to get off his land (5)
18 Worn out and down (5)

Solution to puzzle 210

THIS WEEK

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Palling warning

The Association of Education Officers may black the post of CEO in Newham following Mr James Palling's departure.

School results

Biddy Passmore reports on NCEES research comparing results from selective and comprehensive schools.

Exam threat The GCSE could be wrecked by

Platform

Harry Judge sets America's SAT against UCCA bingo.

Other foot

How teachers cope with parents' evening at their own child's school.

Vault de mieux Should schools grant the monopoly that enables certain high street banks to capture

Books in class

Geography 23

Arts/Books

The unnamed crime: David Wright examines a sinister aspect of Regency life; Colin Ward on women on remand; Christopher Bigsby reviews the new Longman Concise English Dictionary; Gerald Haigh and

Nearer but not near enough

How near to agreement were the teachers and their employers in Burnham on Tuesday night? For once there seemed a genuine willingness on both sides to move towards a deal. The employers, notwithstanding Sir Keith Joseph's crystal-clear warnings that they were on their own, improved their offer in cash terms to the point where it would have posed a crisis for many I.e.s.s. if the teachers had accepted. The teachers came off their original claim and began to talk more realistically about the retail price index and the index of white collar salaries, without abandoning their demand for the restoration of 1973 values.

Negotiations took place, but how real? The authorities, now led by negotiators drawn from the opposition parties which have replaced the Conservatives in control of the local authority associations, spoke for the employers in the legal sense, but not for the Secretary of State whose acquiescence is required if the authorities are to spend their "own" money on a pay rise this year, and whose support is needed if next year's Rate Support Grant is to be increased to take account of the obligations which I.e.s.s. would incur.

The employers' offer would have entailed a rise in the teachers' salary bill this year of 5.8 per cent. But it was end-loaded with additional payments during the year in such a way as to mean that the operative increase to take into the 1986-87 Rate Support Grant negotiations would be at last 6.4 per cent.

But Sir Keith has said that he will not allow an increased offer to count for the RSG unless it meets his conditions on such matters as teacher appraisal. Insofar, therefore, as the employers make higher offers without strings, end-loaded or not end-loaded, they could find themselves having to make prodigious cuts elsewhere in the education service to pay for them and for the RSG penalties which extra spending would entail.

It has to be acknowledged that in the course of Tuesday's negotiations many figures were bruited abroad, some of which went beyond any agreed collectively by the management side. This is hardly surprising in lengthy discussions "behind the chair" - how else can any serious probing be conducted? - but the figures being quoted late on Tuesday night which suggested that the employers might be prepared to push their immediate offer to 6.2 per cent or so, end-loaded to 7 per cent or rather more, may well overstate what Mr John Pearson could actually deliver.

What does seem to have happened in the course of Tuesday is that, whereas the 1 per cent from December 1985 started out as a payment which was to be conditional on the teachers agreeing to enter negotiations on structure, contracts and appraisal, by the end of the day it had become a more or less unconditional offer.

The 1986 settlement will still depend largely on these resumed structure talks, but the cost of any agreement arising from them will be over and above anything agreed now, and there is no doubt that Sir Keith will try to insist on a new structure, including better promotion prospects matched against performance, which will be very different from the one put forward by the I.e.s.s. in last year's abortive negotiations.

So much for the outline of an offer, how about the teachers' response? Even the end-loaded offer by the employers falls well short of the retail price index, and the going rate among white collar groups. It does nothing to stop the erosion of teachers' salaries which has been a feature of more than 25 years of public sector wages policy punctuated only by occasional, if spectacular, attempts to put things right in Houghton (1973) and Clegg (1980).

The teachers' set particular store on getting some promise of future restoration of Houghton values - some acceptance of the logic of the pay data review which both sides were party to - and would dearly have liked the I.e.s.s. to line up with them on this, outside Sir Keith's door. But the authorities are chary of the long term consequences of such a gesture.

The sums now on offer for the I.e.s.s. are not generous, but they are less unreasonable than any figures put forward so far. The teachers' rejection of them is understandable, though it is not obvious that everything which is wrong with 6.4 per cent could be miraculously corrected by 7.5 per cent. Before continuing the action into the autumn, the teachers need to be very sure they can screw a better deal out of the employers. Every month's delay also has its costs for the teachers.

COMMENT

Caught in the middle

The first thing to say about HM Inspectors' report on 8 to 12 middle schools (reported in *The TES* last week) is that it is seriously out of date: their survey took place in 1981.

In earlier years, it might have been possible to say that the time lag probably didn't matter too much. But with the weight of curriculum advice and admonition that has descended on schools in the last four years, that is no longer a safe bet.

That said, it is, on the face of it, a pretty damning report - as was the earlier one on 9 to 13 middle schools. Since the 8 to 12s are even less well-resourced and staffed than the 9 to 13s - which are in turn less well off than secondaries - local authorities that now want to revert to a conventional two-tier system have a strong case.

And since most of those authorities originally introduced 8 to 12 middle schools on economic, rather than educational, grounds, and did little to staff and resource them to cope with the extra year, that may be no great loss to the children in them.

But the strengths of both kinds of middle schools should not be forgotten. One new finding in the latest survey is that the factor that had the highest relationship with good academic standards was good pastoral care. The quality of pastoral care accounted for 32 per cent of the total variance in standards, compared to 18 per cent for the influence of the head, and 17 per cent for the quality and quantity of resources.

The 9 to 13 middle schools were also commended by HMI for their high standards of pastoral care. The new survey now suggests that, far from being an extra, worth a pat on the back to make up for some of the academic strictures in the reports, pastoral care should be seen as a necessary - though not sufficient - condition for high standards.

This brings the argument straight back to the one part of the compulsory education that HMI has not reviewed - the first three years of secondary school. (The 1979 survey concentrated on the 15 and 16-year-olds.) There are no grounds at all for assuming - as many inevitably will - that secondary schools would do much better on HMI's assessments for 11 to 13-year-olds than middle schools.

Indeed, it may well be that a survey of 11 to 13-year-olds in secondary schools would find that the schools' better resources and staffing ratios and breadth of specialist teaching did not translate into higher standards of work for younger pupils. HMI reports on individual schools suggest that many of the criticisms levelled at middle schools are equally applicable to many secondaries.

Those weaknesses may be compounded by the size and organization of secondaries - and notably by the split, often criticized in HMI reports, between academic and pastoral matters, which can mean that no secondary teacher has a clear overall picture of an individual pupil's work. The original educational arguments for middle schools were based on just these characteristics of many secondaries.

But the practical fact is that the survival of middle schools, outside a few committed authorities, will not be based on educational arguments, but on financial ones. The chief significance of the HMI surveys is that they have produced no overwhelming educational case for middle schools, and some financial reasons to abandon them.

The urgent problem remains to raise standards across the 9 to 13 age group, whatever kind of schools pupils are in. Whether the HMI remedies for primary and lower middle schools are the right ones is open to professional debate. But it is important for the Government to remember that many of the factors that HMI considers important for raising standards are closely linked to adequate spending on schools.

Watch your language

The messages that the DES is sending out about modern language teaching are weak, uncertain and contradictory. Last week, immediately following publication of one of the Assessment of Performance Unit's more applauded surveys, on foreign language performance in schools, came the news that the Government was to cut off its funding after three years for French,

and immediately for German and Spanish. Whatever the financial arguments, the message is clear: modern languages have a lower priority in curriculum policy-making than subjects allowed to run the full five-year APU programme. That is a point that the APU's unconsulted consultative committee will no doubt be keen to make at its meeting today, and it is doubtful whether its members will be reassured by this week's statement on the Centre for Information on Languages Teaching and Research (page 6). The proposed value for money exercise (and budget cut) is all too likely to pose new threats to work on second and minority languages.

The German language teachers meeting at CILT's conference have good grounds for alarm at the lack of any DES policy lead to reverse the downward spiral of resources and take-up in their specialism. As the higher education minister, Peter Brooke, acknowledged in his opening speech, there is now widespread questioning of the predominance of French in schools. And what ought to give his concern emphasis with this Government above all others is the constant call from industry for school and college leavers who can not only create new technological equip-

ment but sell it in German markets. AS levels may help the modern linguist. So may attempts to broaden O level combinations by Merit and Distinction grades. The long-awaited DES policy paper on foreign languages is not now expected till later in the year. Even a strong policy lead with not be enough, however, without the local authority funding that could support sufficient second language teaching in small groups.

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James Pailing... settlement leaked

Pailing job faces boycott threat

by Mike Durham

The post of chief education officer in Newham could be "blacked" by the Association of Education Officers, following the controversial departure of the present CEO, Mr James Pailing.

It has also been revealed that Mr Pailing, who is to leave the post in September, is to receive a settlement of £56,000.

Mr Pailing, aged 47, was asked to leave the authority after what a majority of councillors called a "loss of confidence" in his abilities as chief officer.

Now the association has asked for a meeting with leading councillors in Newham to seek an explanation for what has happened to Mr Pailing.

There were allegations of a left-wing move to oust him because they did not agree with the professional advice he gave to the education committee.

If councillors cannot give an assurance that his successor will be free from possible political interference, the post will be "blacked" by the AEO.

Cabinet's loan plan veto upsets DES student reforms

by Biddy Passmore

Education ministers were gloomily wondering this week if they should still publish their promised consultative document on student support with the central feature of loans removed.

In what was widely seen as a collective loss of political nerve, the Cabinet decided last Thursday to drop loans for students from the agenda. Ministers feared the idea would frighten off traditional Tory voters.

But it was not clear from their brief discussion if Sir Keith Joseph, Education Secretary, had been told to jettison the whole consultative paper or simply the central section on loans. The rest of the paper is understood to set out relatively minor changes that could be made to the present system - without major increases in the £700m grants budget.

A paper including the possibility of loans was promised by Sir Keith last December after the Government's humiliating retreat from its plans to make sharp increases in the amount middle income parents pay towards the costs of their student children.

Despite his doubts about the practicability of a Government loans scheme, the decision to halt all political discussion about them is said to be a severe blow to the Education Secretary. He thinks loans would encourage students to be more careful about their choice of course and would, in particular, boost

Five I.e.s.s. at sharp end of overspending penalties

Five education authorities are among the seven councils which will suffer the biggest governments penalties for overspending this year under an order approved by Parliament on Tuesday.

They are Avon, Cleveland, Derbyshire, Nottinghamshire and Liverpool. Mr Kenneth Baker, local government minister, told the Commons. Together, they stand to lose government grants totalling nearly £190 million, with Liverpool alone losing £88 million. In all, £550 million of grants are to be "held back" from 107 local authorities.

Commenting that 90 per cent of the councils to be penalized are Labour controlled, Mr Baker remarked: "Old habits die hard."

But he claimed that the message budgets was "one of substantial success in the long campaign to contain the growth of local authority expenditure." The 107 authorities to be penalized were planning to overshoot their targets by £278 million, he said; councils projected overspending at the same time last year had been £248 million.

But "hold back" need not have been incurred, he added. The choice was not between spending and cutting. Brent, under formerly Labour control, had shown that savings could be made without making anyone redundant.



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Assessment and examinations and tests are becoming more, and not less, important. Planners and teachers are disappearing into the long dark tunnel at the end of which glows the promise of a new public examination, the GCSE. And it is an examination that will be more scientific, more just, more objective than the funny arrangements we now have. It will, moreover, be related to stated criteria.

Have we in all this anything to learn from the United States? That great country does not, according to the conventional wisdom, need a national examination system, shaping and warping what is taught in schools. Instead, they have the Scholastic Aptitude Test as a measure of innate capacity and promise and as its sponsor and producer the Educational Testing Service. No more A levels, conditional offers, or UCCA bingo. Or so you might have thought.

David Owen (another David Owen) has written an angry, powerful and funny book. In it, he mercilessly attacks the myths, as he perceives them, in which the Scholastic Aptitude Test (SAT) and the Educational Testing Service (ETS) are carefully wrapped. His story is one of a half-conscious conspiracy, of a national neurosis, and of institutional degeneracy. Unless the ETS chooses to reply to these charges - and that will be a formidable task indeed - the defence will now go by default.

The SAT was invented in 1925 in order to provide some "objective" test of aptitude, and confidence in it was rooted in the dangerous and sometimes offensive optimism of the mental testers. It was the brainchild of Carl Campbell Brigham, a eugenicist, if not a racist, who perceived intelligence testing as a powerful technical defence against the corruption (by Italians or negroes, for example) of the pure American stock. Brigham was employed by the College Entrance Board to develop the SAT. The test traffic grew, and reached a peak in the years immediately after World War Two, when returning GIs flooded college admission offices with applications. The Educational Testing Service was therefore founded by a joint initiative of the College Board and two other national bodies. Henry Chauncey became its first president, and ETS was well on the way to becoming a major educational institution.

The SAT remains its most profitable product, but by no means the only one. ETS has its competitors in the assessment market, but leads the field by a comfortable margin, and produces tests for anything and everything: teachers, contact lens examiners, container lessors, plumbing engineers, golf professionals. The SAT dominates the horizon of the college-bound high school student as the 11-plus used to haunt the nightmares of the English primary school pupil. The two devices have much in common, including their roots in a dogmatic and discarded faith in the absolute nature of some irreducible human quality, whether it be called intelligence or aptitude.



SAT's addiction to multiple choice questions has sterilized the high school curriculum.



Harry Judge finds that the testing system in the United States is not a worthwhile alternative to our exams and UCCA bingo.

David Owen, who a few years ago wrote a book on high schools based upon an undercover year posing as a student, has founded ETS with the implacability of the investigative journalist and the evangelical zeal of a Ralph Nader. The reader feels (almost) sorry for the harassed state of the ETS. But its management, having ruled that those in the know should not talk to Owen, have only themselves to blame if they now confront a massive crisis of international credibility. They are portrayed as being incapable of giving straightforward answers, and specializing in the classical defence of secretive organizations under pressure: nothing is the matter, but it has been fixed, and fixing it hasn't changed anything (because, of course, nothing needed to be changed).

As an institution, ETS is made to sound like the late medieval papacy. Since it is a non-profit-making organization which nevertheless raises in a lot of money (\$133 million a year in tax-free revenues), it has to consume its own smoke: hence the lush campus and the conference centre with monogrammed towels, the massive research

budget dedicated to proving itself right, the carefully nurtured political lobbies, the pretensions to being of and in Princeton (where even its postal address is contrived), its ill-founded claims to egalitarian virtue. It is, according to the evidence heaped up by Owen, simply not true that the SAT has helped blacks and other minority groups to gain access to higher education by providing a measure of innate and untaught worth. On the contrary, insofar as access has been widened it has been because admission officers have discounted SAT scores, which are uniformly higher for the rich than the poor. Nor is it even true that SATs, for which the students themselves pay, are useful to admissions officers, except just possibly in a tiny minority of highly selective colleges or universities. Institutions insist on SAT scores only because institutions insist on SAT scores: the cruel hoax is self-sustaining. If the SAT consumers had to pay for this dubious product, they would soon stop demanding it. SAT scores are the result of elaborate statistical juggling within a secret code: it is therefore a nonsense, although a revealing one, that a shift of a point of two in the national average on the scale from 200 to 800 should be greeted with howls of alarm or delight, as though something in the world out there had really changed. What the SAT measures is the success of candidates in taking the SAT, and the addition to multiple choice questions (an uncomplimentary product of the search for a spurious objectivity and for mechanical ease of marking) has sterilized the curriculum of the high school.

Most crushing of all is the evidence, spectacularly confirmed in the recent success of the Princeton Review and other bodies making a commercial success of coaching, that scores can be raised. The success of the techniques demonstrates that the code has been broken: safe-crackers know much more about the rules than those who make them. Some of the rules have a charming simplicity: find the experimental section in the SAT (there, paradoxically, to secure the quality of future tests) and don't answer it; don't waste time thinking; if in doubt, guess and hurry along. But most delightful of all, when you have the code, is the

sinister advice to answer the question without reading it. All you have to do is to work out very quickly what Joe Bloggs (not very bright) would do, and then do something else. But don't read the question. Here is an example. You have to choose an answer one of the following: 4, 6, 9, 10, 27. Some of these figures are going to be distractors, and you soon get a nose for them (I know, because I've tried). Now glance at the question, but only at the numbers in it: they are 3, and 3. So poor old Joe B. will go in the answer for 6, 9, or 27. Silly chap. Now you can afford to read the question: the answer must be 4 or 10, and it takes a microsecond to see it must be more than 4. So it's 10. You're right.

Now, before you think this is difficult, here's the whole thing: "In how many different colour combinations can 3 balls be painted if each ball is painted one colour and there are three colours available? (Order is not considered; e.g. red, blue, red is considered the same combination as red, red, blue)" (A) 4 (B) 6 (C) 9 (D) 10 (E) 27. The first time I visited the US was during the tumults of 1968, and I preserve the strongest visual impression of cocktails with the president of ETS in his house. It was a very grand affair, and the only black men in the room were the waiters (if David Owen's statistics are right, things are not very much better now). Earlier this year, I went to a meeting in Boston at which David Owen was presenting his argument to a group of very sharp and irreverent writers. Nobody seemed disposed to challenge his conclusions, but one participant worried aloud: "If you don't have national tests, how could you get to know reality?" For as long as questions like that are asked, the SAT will live on. But, after this sparkling book, the ETS will never be quite the same again.

Meanwhile, and just to be sure you've got it right, here's one more. A recent SAT test asked students to estimate the value of the following fraction:

14,995,844.
2,987

Now, as a good safe-cracker, you know that all the SAT man is really asking you to do is to divide 15,000 by 3. Joe Bloggs will be scratching away at this long after you've gone to bed. Especially if you've been coached by the Princeton Review where the intelligent message is "I tell the kids, 'I'm not going to teach you English. I'm not going to teach you maths, I'm going to teach you the SAT.' I tell the kids that they're not competing with each other, they're competing with ETS. And the mind-set is: Let's blow these assholes away."

Dr Harry Judge is Director of the Department of Education Studies Oxford University

*None of the Above: The myth of scholastic aptitude. David Owen. Houghton Mifflin, 1985, \$16.95.

Smaller unions' total membership passes NUT's

by Richard Garner

Sir Keith Joseph is studying teacher union membership returns which show that the National Union of Teachers no longer represents more members than all the other unions combined.

Mr Fred Jarvis, general secretary of the NUT, has, however, written to the Department of Education and Science, to state that his union still represents more than half the full-time teachers in maintained primary and secondary schools (216,138) and has 100,000 more members than any other teachers' union. He justifies the claim by pointing out that most unions allow joint membership with rival teachers' organizations.

The other union which had yet to file a membership return as the deadline approached - the Assistant Masters and Mistresses Association - has finally told Sir Keith that it had 64,636 fully paid-up members in primary and secondary schools at the end of last year.

However, in a rider to the DES, it points out it had 11,289 members in independent schools - most of whom depend on state sector pay negotiations to determine their salary levels.

Anti-racist leaflet withdrawn

An admonitory leaflet to Lothian teachers about multiculturalism and anti-racism has been withdrawn - because of an alleged racial stereotype on its front cover.

The leaflet (right), sent to all teachers in the region, was drawn up by a study group chaired by Mrs Margaret Macintosh, headteacher of Drummond Community High School in Edinburgh. It included questions to teachers such as: How do I try to maintain a multicultural perspective in my work? How do I resist racism in all its aspects?

Mrs Macintosh said that to some people the cover, showing a black boy



casually dressed while his white companion was in school uniform, could be seen as projecting a racial stereotype. The leaflet is being redesigned and reprinted.

No change without cash ...

by Biddy Passmore

The education service in Northern Ireland needs much more money if it is to respond to calls for higher standards and changes in the curriculum, a report by the Province's Inspectorate says.

The report, like the latest HMI spending survey in England, is especially critical of standards of buildings and maintenance. "Problems associated with building could have an increasingly inhibiting effect on curricular and general educational development," it says.

This is only the second survey of the effect of spending policies on education in Northern Ireland and was conducted from September to December last year. Unlike the English and Welsh surveys, which are annual, it covers the effects of cuts over the two years since 1982.

The inspectors found that while pupil-teacher ratios had been main-

tained, this had been at the expense of other parts of the service. Their report highlights dissatisfaction with the level of ancillary staffing in schools, growing involvement of parents in school activities, and worries in further education about replacing outdated equipment.

It says there is no widespread evidence that books are in short supply but schools are having to be more frugal in managing their book funds.

On the more positive side, the inspectors report that spending on in-service training has risen by 30 per cent overall and that there has been a significant move towards more school-based training.

The youth service has maintained its fair share of the available funds, the report says, but current spending levels are unlikely to enable it to meet growing demands.

It concludes: "If there is to be a serious response to development of new approaches and new curricula, if courses are to be modified and accommodation adapted to meet the increasingly insistent clamour for improved standards and curricular relevance, and if the service is to meet the needs of all the children and young people, resources will have to be made available. There is no lack of commitment by schools; there is a growing unease that many worthwhile developments may achieve less than their potential because of a lack of investment in education for the future."

Commenting on the report, Mr Nicholas Scott, Northern Ireland's education minister, welcomed its "forthright" comments about problems that were the direct result of spending policies.

'New-look ILEA' passes into law

The Local Government Bill, which sets up the new, directly elected Inner London Education Authority, became law on Tuesday. From May 1986, the present mix of GLC councillors and Inner London borough nominees will be replaced by directly elected members, elected every four years at the

same time as borough elections. After an amendment forced on the Government by a defeat in the Lords, the Act no longer contains a clause requiring the Education Secretary to review the new body within five years and giving him the power to break it up by ministerial order. Any future

break-up will now require fresh primary legislation. The Further Education Act, enabling polytechnics and local authority colleges to sell the by-products of their research and teaching, also received Royal Assent this week.



Boys' racer: Elmbridge School's entry in the Shell-Motor mileage marathon at Silverstone last week. The winner, driven by Daniel Billington, aged 11, of south London, on behalf of the mechanical engineering department of King's College, London, set a new British fuel economy record of 4,010 miles a gallon. The 51 contestants were required to design and build a petrol-fuelled vehicle to achieve the greatest economy over a 10-mile course. Average speed must exceed 15 mph.

Union cool over call for more economic awareness

The NASUWT has given a curt response to a call from the Department of Education and Science for more emphasis to be placed on economic awareness in the school curriculum.

In a consultative letter earlier this year, the DES said that Sir Keith Joseph, the Education Secretary, intended to ask the School Curriculum Development Committee to consider what development work could be encouraged and supported in schools.

Its letter added that Sir Keith "has in mind, in general terms, that pupils should be given some understanding of such matters as the operation of supply and demand, price, quality, profit and loss, competition and monopoly; such aspects of the creation of the nation's private and public wealth as customer satisfaction, enterprise, management and productivity; and taxation".

In its response, the union says: "Teachers will understand from personal experience the concept of economic awareness as perceived by the present Secretary of State."

"The NASUWT does not accept that the role of teachers is to promote the particular economic doctrines and dogmas espoused by the government of the day."

"The association has long recognized the need to establish close links between schools and the world of work and intends to continue to participate fully in future debates."

South-west plans more appraisals

by Bob Doe

Teacher appraisal has been introduced or is about to begin in more than half the schools questioned in a survey of south-western comprehensives.

Of the 233 schools contacted, one in five (46), had some sort of appraisal scheme and 87 schools planned to introduce one soon.

The survey was carried out in Avon, Dorset, Gloucestershire, Hampshire, Oxfordshire, Somerset and Wiltshire by Chris James and Joe Newman of the University of Bath. The results are published in the latest edition of *Contributions*, the journal of the Centre for the Study of the Comprehensive School at York University.

Very few existing schemes involve observation of teachers in the classroom though heads claimed to be

able to judge teachers by walking round the school: an assertion the researchers doubt.

"Schools which have or are developing their own schemes should consider very carefully what part the appraisal of classroom performance is going to play," they say.

The research also reveals that training of appraisers and appraisal for heads is "almost non-existent".

"Appraisal in some form will almost certainly be a feature of most schools by the end of the decade," James and Newman conclude.

Contributions Summer 1985 No 8 from The Secretary, CSCS, Wentworth College, University of York, Heslington, York YO1 5DD.

Campus insolvency warning

The Government's limits on spending are driving universities towards insolvency, Dr Anthony Kelly, Vice-Chancellor of the University of Surrey, said last week.

The Green Paper on the development of higher education suggested universities should raise more money from private sources. Nearly half of Surrey university income came from

sources other than the university grant.

Dr Kelly told the university's degree ceremony: "The Green Paper ignores the fact that the business world has itself made clear that it is not willing to provide money to universities for the essential core activities of teaching, basic research, library facilities and computers."

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Library books cash cut

Money for secondary school library books decreased by nearly 11 per cent in real terms between 1979 and 1984, according to a survey by the Educational Publishers Council. Some 67 per cent of maintained secondary schools feel that the allocation is inadequate to meet demands made on their libraries.

The survey, carried out in 1984, involved 556 schools in both maintained and independent sectors. It

took into account the fact that book prices have risen by 60 per cent between 1979 and 1984.

"School libraries are grossly underfunded and consequently cannot even meet the most basic requirements in support of the curriculum in many schools", the report says.

Only 16 per cent of maintained schools where £1.22 per pupil is spent on books feel that library support for

the curriculum requirements of the pupils is "good". In the independent sector, where £4.00 is spent, 67 per cent feel this is inadequate.

The report criticizes schools for not taking advantage of money made available to introduce micro-computers. "Sadly, lack of support within schools for these initiatives through effective school library provision is a national scandal."

The report did point out that 28 per cent more schools employ chartered librarians compared with 1979.

● The Library Association is calling for more effective training for librarians in information technology in evidence they are giving to Britain's first major investigation into education and training for the profession.

The study is being undertaken by the University Grants Committee and the National Advisory Body for Public Sector Higher Education under the chairmanship of Professor Brian Morris.

L.e.a. awaits fixed contracts ruling

Hereford and Worcester could be forced to pay up to £400,000 in compensation to 200 teachers on fixed-term contracts whose contracts were not renewed last summer.

Mr Graham Clayton, a solicitor representing the National Union of Teachers, alleged at an industrial tribunal recently that Conservative-controlled Hereford and Worcester County Council was in breach of the Employment Protection Act in failing to consult the union over the non-renewal and failing to give the union information on its contracts policy.

If the tribunal rules that the 200 teachers were unfairly dismissed, the union will ask for three months' pay as compensation which could cost the council £400,000.

The council denied it had been using fixed-term contracts to disguise permanent teaching posts.

After a two-day hearing last week, the tribunal reserved its judgment - which means a ruling is likely within four weeks.

Earlier this year, the union won a similar case against neighbouring Solihull Council when a tribunal ruled that dismissals should not have been effected without consultations with the teachers' unions.

Vocational degree guide

A guide for sixth-formers and others interested in vocational degree courses has been prepared by Brian Haap, author of *Degree Courses, Offers and*

Professional and Degree Courses Offers 1986 published by Cusack Consultants Ltd, 12/14 Hill Rise, Richmond, Surrey TW9 1BQ, price £6.50 for the paperback plus p.p.s.



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Study of German 'vital to Britain'

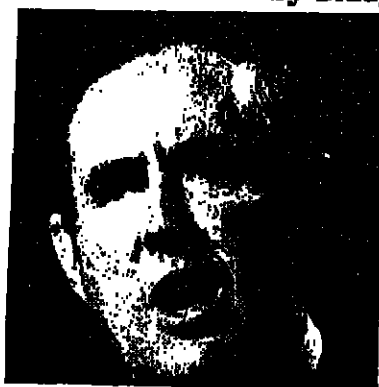
by Biddy Passmore

German is probably Britain's most important foreign trading language and action to protect it from decline is urgent, language teachers were told last week.

Professor Nigel Reeves, head of German at Surrey University, said Germany's production of important ideas alone would be an incontrovertible argument for studying its language and literature. But the UK's enormous dependence on German markets and its trading deficit with the country made it clear that competence in the language was also a major need in British economic strategy.

He cited a survey of employers in the north-east carried out at Newcastle Polytechnic which found that German and French were the languages most in demand, the former slightly more popular.

Professor Reeves was speaking at a conference on German in the UK organized by the Centre for Information on Language Teaching and Re-



Peter Brooke

search (CILT) at their headquarters in Regent's College, London. More than 430 teachers of German attended.

He underlined the "blatant disproportion" between French and German provision in schools. The DES's Assessment of Performance Unit had

found that 87 per cent of all pupils learnt French while only 5 per cent took German.

German was holding its ground as a percentage of all exam entries at CSE and A level but O level entries had declined by nearly 8 per cent between the mid-1970s and 1983, he said. German departments, which tended to be small and therefore expensive, were at risk at a time of falling pupil numbers.

Opening the conference, Mr Peter Brooke, higher education minister, emphasized Government concern at the overwhelming predominance of French. He suggested that schools should review the language offered as a first choice and make better use of the skills of teachers of French qualified to teach another.

"My own view is that we should seek ways of making use of this teaching capacity so as to promote the teaching of German and other languages without damaging the teaching of French,"

he said.

He was giving some preliminary thoughts on the issues that will be covered in the DES's policy paper on foreign languages, to be issued later this year. He endorsed the view set out in the White Paper *Better Schools* that most pupils should study a foreign language up to 16 and said a second foreign language should be offered to those who could benefit.

Mr Brooke stressed the importance of developing young people's ability to speak a foreign language. The recent APU report on the performance of 13-year-olds found that many were tongue-tied by the fear of mistakes and that only 10 to 20 per cent could carry on a conversation.

Ms Ann Limb of the Department of Business and Management Studies at North East Derbyshire College said teachers must demonstrate to young pupils that German was a useful skill. One teacher asked, to loud applause, what pressure commerce and industry were applying to the DES so that teachers could spend their time teaching rather than "scratching around for the necessary resources".

She was not impressed by the reply from Mr David Royce, director-general of the Institute of Export, that the question should be thrown back to headteachers. They could make room for foreign languages if they cut back on less essential areas, he said.

The recent APU report on foreign languages strengthens the case for a Government initiative to promote the teaching of German. It found that pupils learning the language scored more highly on listening tests than those studying French or Spanish, suggesting that it may be a more accessible language for English speaking pupils.

Live Aid seen as boost to UNESCO campaign

by Hilary Wilce

Supporters of UNESCO are hoping that Live Aid's mammoth fund-raising effort for Africa could help persuade the Government to stay in the world's main international education organization.

Britain has given notice that it intends to leave UNESCO at the end of the year unless radical reforms are introduced. The decision is to be reviewed after a meeting of the organization's general conference, the supreme governing body, in Bulgaria this October.

Western governments have accused the organization of inefficiency, financial profligacy and political bias, and demanded wide-ranging changes. The United States announced its intention to withdraw in 1983.

Professor Malcolm Skilbeck, chairman of a newly-launched campaign to keep Britain in UNESCO, said this week that the Government would be looking for evidence that the general conference was responsive to changes being proposed by UNESCO's executive board. But it could also be swayed by public opinion, he said.

"To some extent it is obviously an atmospheric thing, and events like the Live Aid concert, which promote international consciousness and awareness do undoubtedly influence the climate of opinion."

Mr Timothy Raison, Minister for Overseas Development, said last week that reforms had been made in UNESCO, but they had been patchy and in some areas too slow.

"I would say that much has been done, but that the long-term effect cannot really be gauged as yet. We have to be confident that the promised reforms will stick, that the will is really there."

Mr Raison, speaking at the launch of the Campaign to Keep the UK in UNESCO, said good progress had been made in limiting UNESCO's budget, toning down the political content of programmes and debate, and identifying priorities.

But more needed to be done to improve the management of the organization, which had been run by a slow moving, over-centralized, top-heavy administration, with out-dated procedures and poor delegation of authority.

Professor Skilbeck said the tone of Mr Raison's speech had been encouraging, although the Government still had room to withdraw if it was not satisfied by the reforms.

The campaign to keep Britain in UNESCO is supported by leading figures in educational and cultural life including Lord Perry of Walton, Dame Margaret Miles and Dr John Hargock, vice-chancellor of the Open University, and plans a lobbying onslaught in the autumn. Members accept the need for reforms in UNESCO, but feel it important to put pressure on from within.

Support for continued membership of UNESCO is known to exist at high levels in the Foreign Office and the Overseas Development Administration. But the Prime Minister is no fan of large bureaucratic international agencies.

Longstanding criticisms of the 160-member UNESCO escalated with its support for state control of the media under its "New World Information and Communication Order" and with the growth of politically contentious programmes in the fields of peace, disarmament and human rights.

Much of the criticism has also centered on the organization's director-general, Mr Amadou Mahtar M'Bo, who at 64 is expected to retire when his current term of office runs out in 1987.

Reprieved language centre faces cuts

The Centre for Information on Language Teaching and Research (CILT) reacted with relief this week at the Government's decision to renew funding.

Its future had been under review for more than four years as part of the Government's drive to reduce the number of quangos.

But the centre, funded almost entirely by central government, faces a cut in its £387,000 budget and a stricter definition of its activities.

Sir Keith Joseph, the Education Secretary, told the Commons last Friday that the Government would ex-

plore with the centre and its clients how to secure better value for money. A consultative letter sent out by the DES last week suggested that CILT might have to concentrate on one sector, such as schools, or on one type of activity.

CILT was set up in 1966 as an independent charitable trust with a chairman and 15 of its governors appointed by the Government. Of its 20 staff, five are qualified language teachers working on the development of teaching methods and in-service training.

Others run a publications depart-

ment, the biggest library of language teaching materials outside the USA, and a research department. One member of staff works on minority community languages and the teaching of English as a second language to minority communities.

Mr John Trins, the director, said he welcomed the decision but feared cuts would mean that the centre would provide worse value for money. He urged teachers in secondary schools, higher and adult education to write to the Education Secretary giving details of the benefit they gained from the centre's services.

Abbot defends slander action over expulsion

A supermarket director is bringing a High Court action for slander over the expulsion of his son from a private school run by Benedictine monks after being accused of theft.

Mr Leonard de Luca is bringing the action against the Abbot and two masters at St Benedict's School, Ealing, West London.

Mr Leonard de Luca claims he and his wife Rosalind were not told of allegations against their 15-year-old son Lewis until after he had been accused of stealing a tennis racket, questioned and threatened by senior staff, and then expelled.

When Mr and Mrs de Luca were summoned to the £600-a-term school they say the headmaster, Father Anthony Gee, refused to tell them of the evidence against their son and said teachers were too busy to speak to them.

"Three weeks later, Lewis sat his history O level, ordered on no account to talk to even his friends 'in the examination hall either before or afterwards,'" said Mr de Luca.

Mr de Luca said he had been trying for more than a year to clear his son's name. It took nearly three months to get to speak to the Abbot, Father Francis Rosier, who is also chairman of the governors. Mr de Luca also appealed to Archbishop Bruno Heim, the Vatican's delegate in London.

Lewis's elder brother Marcus, 17, was also at the school, but after the incident both boys went to a boarding school in Surrey. The parents are claiming up to £16,000 for the extra cost of sending them there.

The slander action is against Father Rosier and two masters, Robin Nonhebel and Basil Nickerson.

Lecturers demand better deal for handicapped

Lecturers have called on their universities to adopt more generous admission policies towards the handicapped and improve facilities for them.

In a policy statement, the Association of University Teachers says: "Every university should explicitly avow the principle that no otherwise suitable candidate for a place is to be refused on the grounds of handicap without first being invited to interview to discuss the problems which would arise if he or she were admitted."

The AUT wants to see special pre-enrolment, or first term orientation courses for handicapped students and the introduction of specialised counselling services which the handicapped could use both before and after admission.

Miss Diana Warwick, the AUT's general secretary, said attitudes towards the handicapped had improved over recent years but in many cases they still had to struggle against "indifference or just plain ignorance".

Members of the association would be



Diana Warwick

pressing universities to endorse the principles set out in the paper and to set up special committees to implement them, she said.



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Standards team claims vindication of 'selection is better' findings

by Biddy Passmore

The National Council for Educational Standards has returned to the fray with a second report on exam results which, the authors say, shows more clearly than their controversial first that a selective schooling system produces better results than a comprehensive system.

The report, published on Monday, also says that:

- pupils at voluntary schools obtain better results than those at county schools;
- some comprehensive schools get four times as many O level passes per pupil as others in the same totally comprehensive local education authority;
- some authorities get twice as many O level passes per pupil as others with broadly the same social class composition;
- results of secondary modern schools compare favourably with those of some fully comprehensive I.e.s.s., notably in English.

The findings are based on the 1982 GCE and CSE exam results of more than 2,200 schools and 380,000 fifth year pupils in a "representative" sample of 61 I.e.s.s. They are strikingly similar to those of the first report, which was based on the 1981 results of 57 authorities.

The authors are Dr John Marks of the North London Polytechnic, and Dr Maciej Pomian-Szednicki, of the NCES research staff. Their collaborator on the first report, Lady (Caroline) Cox, had to abandon work on the project when she became a Government Whip in April.

In the light of the public controversy which surrounded their first report, the authors have taken extra care this time to allow for social class differences, commonly agreed to be the main factor influencing children's success in exams.

They have used two social class indicators - the proportions of pupils in unskilled and non-manual households - after discussions with statisticians of the Department of Education and Science. But they have not been able to measure social class differences between schools.

Once again, they found that pupils at secondary modern and grammar schools obtained between 30 and 40 per cent more O level passes (or CSE grade 1) per pupil nationally than

pupils in comprehensives. After allowing for social class, the difference was still 13-20 per cent. These figures agree with those of the DES, they say.

Pupils at comprehensives did, however, get more CSE passes at grades 2 to 5.

Secondary modern schools were doing particularly well, although they have few pupils in the top ability range, the authors found. Their pupils got better results in English than all the pupils in 20 I.e.s.s. - a third of those surveyed.

They conclude: "The weight of evidence supporting our conclusion - that, with the exception of passes at CSE grades 2-5, substantially higher examination results are to be expected for pupils in a fully selective system of schools compared with pupils in a fully comprehensive system - is therefore considerably greater than when our previous report appeared and it remains valid even when allowances have been made, both by us and by the DES, for both high and low social class variables".

The researchers hasten to emphasize that there are many good comprehensive schools and that they are not advocating putting the clock back. One "tentative proposal" for change which they suggest would be specialist comprehensives in inner city areas.

A comparison between the results of voluntary schools and county schools found that the former got "appreciably higher" results, the report says; nearly 2.7 O level passes per pupil compared with 2.04. The authors consider it unlikely that the difference is attributable to social class and say they will analyse it further.

Differences between the results of individual authorities are still as great as in last year's report.

More striking than this difference, however, are the differences between comprehensive schools within the same fully comprehensive authority. The report acknowledges that some I.e.s.s. incorporate extremes of wealth and poverty but expresses surprise that one school within walking distance of another can achieve O level results four times as good.

Standards in English Schools: Second Report, by John Marks and Maciej Pomian-Szednicki, is available from The Sherwood Press, 88 Tynney Road, London E7 6LY, price £5.95 plus 50p.



Laurie Norcross

Norcross elected to HMC

Mr Laurie Norcross, head of Highbury Grove, an inner London comprehensive school, has been elected to the Headmasters' Conference, the association covering the country's top 200 or so boys' public schools. HMC has a category of "additional member" restricted to a maximum of 20 heads from the maintained sector.

Mr Norcross, 58, who took over the headship from Dr Rhodes Boyson, in 1974, had a letter published in *The Times* two years ago defending independent schools against attacks from the Labour Party.

Last October, Mr Norcross resigned from his own board of governors at Highbury Grove following disagreement with political nominees.

Grammar place tests may be biased against minorities

By Hilary Wilce

Selective school systems which allocate grammar school places on the basis of verbal reasoning tests could be biased against Asian and West Indian pupils, according to new research by a Buckinghamshire head.

The research shows that minority pupils would do far better in selection if testing took into account a broad range of abilities, including mathematical skills.

Mr Lawrence Taylor, head of Castlefield Middle School in High Wycombe, has examined performance of 181 pupils, according to their sex and ethnic origins, in Richmond tests of basic skills.

He has compared these with the performance of the pupils in the Moray House verbal reasoning test used by the Buckinghamshire education authority to select pupils for grammar schools.

On the Moray House test, 21 per cent of Asian boys fell into the top score band, roughly equivalent to grammar school selection, at the age of 12, but this rose to 33 per cent on the Richmond tests.

The improved performance was evident at all levels of attainment, and among girls as well as boys. Among West Indian boys, only 16 per cent reached the top score band on the Moray House test, but this rose to 22 per cent on the Richmond tests.

Over half the Asian girls fell into the bottom score band on the Moray House test, but only 44 per cent did so on the Richmond tests.

The only group to go against this trend were West Indian girls: 20 per cent achieved the top score band on the Moray House test, but only 11 per cent did with the Richmond tests.

The two testing systems differ in type. The Moray House test aims to measure educational potential, while the Richmond basic skills tests measure achievement in a broad spectrum of 11 areas.

Mr Taylor said he was not seeking to criticise county selection procedures, but felt more detailed work needed to be done on the achievements of ethnic minority pupils and far greater awareness was needed of the language needs of these pupils.

"I think we need far more concentration on English teaching because quite considerable differences are coming through in maths and language achievements. We can't assume basic verbal skills are picked up at home," he said.

His analysis of pupils' test scores in four key areas - vocabulary, reasoning and comprehension, English usage and mathematical concepts - for pupils over three intake years from 1978 to 1980, showed clear differences between groups of pupils.

At the age of eight, English boys achieved the highest average scores, followed by English girls, Asian boys, West Indian girls, and Asian girls.

Four years later, at 12, Asian and English boys had changed places, with Asian boys heading the rank order.

Mr Lawrence said the data showed clearly what great gains Asian boys made during their time at school. It also pointed out the differences between the achievements of Asian boys and girls. Although girls made the same gains, they started from a much lower base line.

One possible explanation for this was that the majority of the pupils at the school came from Islamic homes, Mr Taylor said. Almost half the pupils at the school come from ethnic minorities, the majority of them from Pakistani families.

Mr Taylor, who has been pursuing the research on a year's secondment at Oxford Polytechnic's Development Education Unit, said he would be concentrating on developing language skills of pupils in the first years at his school, when he returned to post in September.

"The big thing that this has shown to me is the very strong language weakness which minority children labour under, and the great gains they can make if given the right basis to build on."

When the inquiry is completed a full report will go before the schools' sub-committee. This is unlikely to be before September, a spokesman for the authority said this week.

Obviously, we could not start the inquiry before the inquiry was completed because the evidence put before the coroner was likely to be important," he added.

The inquiry in Penzance heard how a trip from Stoke Poges Middle School in Buckinghamshire ended in tragedy when four of the 51 pupils were washed into the sea while playing at the foot of the Land's End cliffs. A holidaymaker sitting on the cliffs said they were struck by a wave "completely out of proportion to all the other waves".

The inquiry was continuing as *The TES* went to press.



Land's End... scene of the tragedy

Its object will be "to establish the circumstances leading to the tragic events at Land's End and to see if any lessons can be learnt relevant to the organization and conduct of other school visits".

Pay: Richard Garner reports on how the college lecturers settled but the teachers did not

Two-part deal for FE staff puts 5.8% on salaries bill

A marathon session of college lecturers' pay negotiations led to agreement in principle on a package which would put 5.8 per cent on the local authorities' salaries bill.

Twelve hours of talks lasting late into Monday night produced a deal which would give the lecturers a 5 per cent rise back-dated to April and a further conditional 2 per cent in December.

In addition, the two sides agreed to merge the current Lecturer One and Lecturer Two pay scales - to boost promotion prospects for those now trapped at the top of the L1 scale.

The second part of the offer is linked to production of a report outlining progress on salary structure and identifying areas where savings could be made - following the Audit Commission critical report on spending in further education.

However, Mr Peter Dawson, gener-

al secretary of the National Association of Teachers in Further and Higher Education, indicated that the second part was contingent only on the production of the report - not agreement on it.

In addition, he said that the employers had agreed a statement of objectives about future salary levels - that they should be comparable with similar jobs in industry and commerce and that further education lecturers should have comparable rates of pay for comparable jobs.

The deal was put to NATFHE's executive on Tuesday. It agreed to recommend acceptance to branches, and if that is forthcoming the union's national council will ratify it in September.

Primary and secondary teachers' union leaders criticized the agreement - which came on the eve of the resumption of talks in the more pro-

tracted schoolteachers' dispute - as weakening their case.

However, it will place an extra £65.5 million on the local authorities' salaries bill and remove an important block in the career prospects of some 14,000 of the 80,000 college lecturers by merging L1 and L2 - which NATFHE has been seeking for years.

Negotiators from both sides will now sit down to agree a "no detriment" clause - which will ensure no lecturer loses out from the merger and indicate that there will be no reduction in class contact time stemming from the agreement.

At one stage during Monday's session, Mr John Pearman, the leader of the management side, gave a warning that the offer would revert to the original 4 per cent if the package was not accepted.

Mr Dawson indicated that the deal was as much a statement for the future



Peter Dawson... looking ahead

Heads detail salary erosion over 10 years

Headteachers' pay has been more seriously eroded over the past 10 years than that of classroom teachers, it was claimed this week.

The National Association of Head Teachers says the consequences of this erosion for the future prosperity of the nation "will be serious indeed".

The pamphlet called *Headteachers' salaries - the case for improvement* says that headteachers' pay has risen by between 124.4 per cent and 129.6 per cent over the past 10 years. But pay in comparable managerial posts has gone up by as much as 238.9 per cent.

It adds that in a survey carried out for the Clegg Commission into teachers' pay the four headteachers chosen for comparison with about 60 similar jobs were always among the top eight in terms of job worth.

Figures show that in 1975 the head of a large comprehensive was earning £9,996, almost the same as an air commodore (£10,001). However, an air commodore now earns £4,000-plus a year more (£27,101) as opposed to £22,941.

No agreement - but marathon talks close the gap

Teachers' pay negotiations broke up without agreement early on Wednesday morning - after nearly fourteen hours of talks had narrowed the gap between the two sides but failed to bridge it.

Mr John Pearman, leading for the local authorities, said he was "disappointed if not devastated" by the failure to agree. He said he was worried that schools could face a new year of even more disruption. Local authorities, he added, had "gone beyond what we could afford" in an attempt to settle the dispute.

Mr Fred Jarvis, general secretary of the National Union of Teachers and leader of the teachers' side, said his side had been flexible but added: "There are limits beyond which we cannot go."

At the end of one of the longest sessions of the Burnham committee on record, the employers had improved their offer. At one stage in the negotiations an offer of £270 million - about 6.2 per cent - was floated by the employers. At the same time the teachers abandoned their claim to insist on a minimum of 6.9 per cent. On offer from the employers was a

straight 5 per cent or £480 - whichever was the greater - backdated to April 1, which would add 5.4 per cent to the wages bill and ensure the lowest paid teachers received a rise of at least the level of inflation.

Originally, an extra one per cent was to have been made available from December - bringing the overall cost of the package to just over 5.8 per cent - ensuring teachers' salaries increased by at least 6.4 per cent by the end of the year.

As part of this package, the employers put forward the idea of merging scales one and two - thus freeing a legion of teachers trapped without promotion prospects at the top of scale one. According to union figures, nearly 35,000 are currently trapped there and this part of the package would cost an extra 0.3 per cent in its first year of operation.

This second part of the package was to be conditional upon the teachers declaring an intention to talk about a review of the salary structure, appraisal and a new contract. The idea of bringing the date of its implementation forward to November instead of December - increasing its worth by a

further 0.14 per cent - was floated but not confirmed.

However, these conditions had been watered down by the employers who indicated that the talks could go on simultaneously in Burnham and CLEA, the body responsible for conditions of service, instead of being negotiated together. This was in line with an offer made by the teachers way back at the beginning of the dispute in February.

It seems that informally, the authorities were prepared to talk of 2 per cent from December or even November. Mr Pearman indicated that the offer would be worth between 10 and 11 per cent to the lowest paid teachers - currently earning £6,252 a year.

For their part, the teachers abandoned their claim for a rise of at least £1,200 for every teacher - which would have put 12.4 per cent on the salaries bill.

Instead, they adopted a four-point plan put forward by the NUT which said teachers should have an increase for the year at least in line with the retail price index - 6.9 per cent.

The teachers also wanted a settlement which ensured salary levels

which did not further erode the standing of the profession. Observers said this would mean pay at the end of the year being 7.5 per cent higher than at the start.

The four-point plan also sought an element to recover the erosion in teachers' pay identified by the pay data working party report - which showed salary levels had fallen by more than 30 per cent in the last ten years. It also asked for a commitment to move towards restoring pay to the level set by the Houghton committee in 1974.

However, the teachers indicated they would be prepared to seek this in a joint approach with the employers to the government - making it a statement of intent rather than real cash on the table.

One union general secretary, asked if this implied progress, said: "Golly! Hell! A few hours ago we were talking about 10 or 11 per cent."

For several hours it seemed as if there was a real prospect of breakthrough after an unpromising start to Tuesday's meeting. At the beginning it had become clear that the suggested offer reaching 7.5 per cent for every teacher by the end of the year was not

on. This suggestion had been said to require one stringent condition - that agreement on a new structure package would be made by the end of the financial year, in return for an extra 1.5 per cent to be paid in March, 1986.

The teachers - at the NUT's insistence - were also demanding a significant element of restoration in this year's pay settlement. This was taken by the other unions and the management to mean an offer of between 10 and 11 per cent.

At the end of the day the gap between the two positions had been significantly reduced. But the eventual outcome of the meeting led both sides to believe that a settlement of the dispute before the start of the autumn term was well-nigh impossible.

In addition, the teachers rejected a suggestion - tabled by the Assistant Masters and Mistresses Association and supported by the Professional Association of Teachers - that the two sides should go to ACAS for conciliation.

Mr Jarvis said: "I cannot honestly say that what ACAS could do that the two sides have not tried to do."

PRIMARY

Why heads should market their schools

by Virginia Makins

Primary heads could do a lot more to market their schools, starting with adopting a marketing approach to the governing body.

In an article in *Education* 2-13 Michael Brunt, from Walsall, West Midlands, argues that there is plenty of opportunity for competition and "product differentiation" between primaries.

The product they have to market is their curriculum, defined as "the sum of the experiences pupils have in school." And the best model of the market place available is the governing body.

He does not go so far as to draw a complete comparison between industry and education. He says that for a company, marketing involves balancing the need for profit against benefits required by consumers so as to maximize shareholders' earnings.

For schools, he redefines this as balancing society's need for a cultured population against the immediate demands of parents, providers and consumers so as to maximize the school's contribution to society at large.

Mr Brunt suggests that heads should start with the classic SWOT technique - analysing the Strengths, Weaknesses, Opportunities, and Threats in relation to the product (or curriculum).

Opportunities might be a new housing estate on the edge of the catchment area, or trouble at a nearby school, or a new committed chairman of governors. Threats might be a hostile councillor/governor, or a dynamic new head of the neighbouring school.

The first thing the head must do is highlight the strengths to the governing body - getting the active maths possibler to make a report, or giving

examples of the way children are taught to help each other.

Weaknesses must not be swept under the carpet. The two-fold strategy is to have a clear policy to eliminate them, and then to inform the governors candidly about the weaknesses, and the proposals and priorities for dealing with them.

The governors should be involved in a co-ordinated and consistent response to the available opportunities.

Governing bodies can be highly influential in persuading the authority to put the new estate into the school's catchment area, when they see the need to do so.

And the threats must be defused - that hostile councillor should be forced to say nice things about the school by being asked to present the prizes. Having defined where the school is, by the SWOT analysis, the head must

define where the school is going - aims and objectives; how it will get there - strategy; tactics; and how it will assess whether it has arrived - performance appraisal.

In establishing aims, the governors can be used for market research. The governing body is an approximation of the various interests groups the school must satisfy. If governors' support cannot be won, the head should proceed with caution, or not at all - there is unlikely to be a market for the new product.

The strategy and tactics employed will be closely linked with what resources can be generated. Here, it is bad marketing technique to give the impression that the product (school) is failing, or will soon fail, for want of resources.

The demand for more resources must be associated with success, says

Mr Brunt. But governors should not simply be used as a "heavy mob" to lobby for resources. They should also have a say in their allocation - in marketing jargon, the "product mix".

Performance appraisal is more difficult, when available measures are unsatisfactory. Here the trick is to educate the governors about the limitations of available measures - and in particular, make them aware that apparently objective measures in education, such as test and examination results, must be judged by the input (pupils' home background) as well as the output.

Mr Brunt argues that the cost of not involving the governors in all these aspects of the school can be high. But once a head decides his marketing strategy - aims, strategy, and appraisal - he or she can approach governors meetings with confidence.

Optimism on settlement for CEOs

by Mike Durham

Chief education officers and their deputies are to meet local authority employers next week in a renewed bid to resolve their 14 per cent pay claim.

CEO sources said this week they were optimistic about the chances of reaching an agreement when the two sides meet on July 26.

Talks were adjourned on July 3, after the officers asked for a 7 per cent increase, along with a 7 per cent "catching-up" element to cover erosion of salaries.

The officers are also asking for merit pay to reward exceptional performance, payment for working in the evenings, and other perks including substantial leave after five years' service.

The employers have so far offered an overall 3 per cent, plus a promise to review the question of merit pay later this year.

Mr David Such, officers' joint chairman of the chief officers' joint negotiating committee, said he was heartened by a more positive approach by the employers, but disappointed that they had not been able to improve on the 5 per cent offer.

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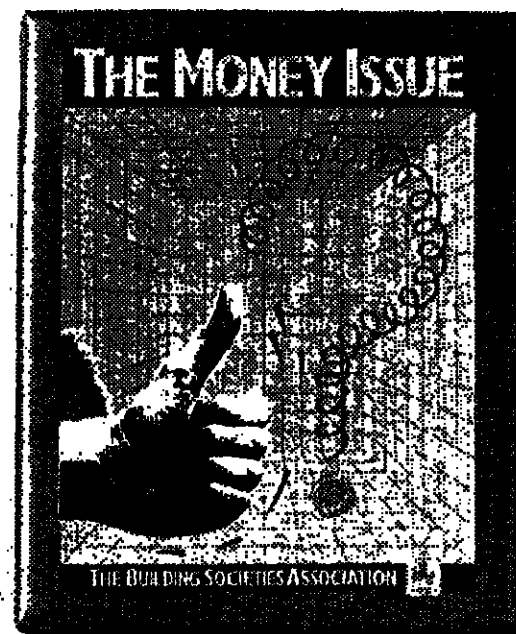
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ABOUT THE ROOT OF ALL EVIL.

Heads urged to bring in Continental day

by Richard Garner

Headteachers reluctant to close their schools at lunchtime in the face of inadequate supervision should call for an emergency governors' meeting to consider putting the school on to a "Continental-style" day.

This advice is given in a circular to members by the National Association of Head Teachers, which is launching a national campaign to spotlight the inadequacy of lunchtime cover.

The circular says heads have the right to close their schools at lunchtime if they believe it is necessary to ensure the safety of pupils.

In addition, it says that individual branches should hold ballots of their members on the question of shutting schools at lunchtime if the overall level of supervision in a local education authority is unsatisfactory.

However, it adds that - if "insurmountable geographical or logistical problems" prevent closure at midday - headteachers could look to the implementation of a Continental-style school day. This means telescoping the school day by bringing pupils in earlier - offsetting the need for a lunch break.

"Any head seriously considering this option should convene a special governors' meeting and advise the governors that the 'Continental day' should be operated," it adds.

"Where the governors agree arrangements should be put in hand after due notice to parents and the local authority. Clearly, there must be consultation with the teaching staff and if the teaching unions object then a head should consult his/her council member and (NAHT) headquarters."

Mr David Hart, general secretary of the association, stresses that the circular is intended to put a positive message to teachers to use both during and outside teachers' disputes.

He says that the association's view is that there should be a ratio of one qualified staff member to 20 pupils in primary and infant schools at lunchtime and one to 30 in secondary schools. Present ratios can be as high as 200:1.

Leaders of the association met Sir Keith Joseph, the Education Secretary, to discuss problems of lunchtime supervision last Friday. Sir Keith favours separating lunchtime supervision from any talks on a new teachers' contract and allowing L.E.A.s extra cash to overcome the problems.

● Solihull L.E.A. has abandoned plans to introduce the "Continental day" into two of its schools because of problems over rescheduling bus timetables, Mike Durham writes.

The L.E.A. had proposed earlier starting and finishing times to ensure the schools, Alderbrook and Tudor Grange, stayed open during teachers' no-cover action at lunchtimes.

Instead, following a meeting with head teachers, the L.E.A. is to increase supervisory assistance in all its secondary schools to make sure school meals can take place.

Mr Geoffrey Wright, the education chairman, said ratepayers would not have to foot an extra bill for the lunchtime supervision because the money would come from the teachers' salaries budget.

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PE lecturers and advisers warned on dangers in sport

Safety guideline needs revision

by Bert Lodge



Proper training is needed for sports like trampolining

Safety guidelines laid down more than 90 years ago are probably inadequate now, PE teachers were told this week.

Mr Deryck Williams reminded the conference of the British Association of Advisers and Lecturers in Physical Education that £1½ m was paid out each year by L.E.A.s insurers.

The ruling by Judge Cave in 1891 was that a teacher should exercise the same standard of care as a reasonable parent, said Mr Williams, the association's safety officer and PE adviser in Cleveland.

"The world is changing," Mr Williams said. "The judge would be hard-pressed today to define what is a reasonable parent."

"But I am absolutely sure few parents could be expected to know the arts and parts of rock-climbing for instance, so I am keenly aware of a higher duty of care than that of the reasonable parent will apply in many PE issues. This is what is expected because of the expertise the PE teacher will have."

Speaking in Trinity and All Saints College, Haringford, Mr Williams criticized some heads for not appreciating their own role in ensuring safety in the gym and in outdoor activities.

"Not enough headteachers are aware of how important they are in the safety of the school's physical education system."

"The responsibility of the head for all aspects of education in the school requires him or her to have available codes of practice which will withstand expert scrutiny. The head is also expected to make sufficient visits to places like gymnasia and playing fields to ensure that teachers are performing appropriately."

Staff were sometimes asked to teach lessons - like trampolining - for which they had little training.

"The head should know the qualifications of his staff and what they can and cannot do in physical education and it is the head of department's job not to jeopardize his younger colleagues by wrong demands of them."

When accidents happened the absence of any intention to injure a child was not a defence in law, Mr Williams said. "Lively physical education would always contain an element of risk although it should never be reckless. Pupils should always be given clear warning of the dangers."

"In court, the mechanism of warning is accepted as a good defence. But do remember, it's no good warning a third-stream boy and then expect him to remember it for the rest of his life."

The benefits of a teacher's college training had to be measured, Mr Williams warned. He advised teachers not to put too much faith in their first aid kit. "Every secondary school PE teacher at some time gets carried away

with his knowledge of anatomy and physiology. Today the magic spray has replaced what in our day was with hazel and the magic sponge."

If teachers insisted on safety procedures long recognized by the DES and the professional physical education associations then judges would be persuaded that this was good practice. The danger came when new techniques were introduced.

Mr Williams gave the example of rebound therapy where handicapped children used the trampoline for its beneficial effects on the central nervous system.

"I planned this approach step by step with safety control declared and practised all the way. I then cleared it with HM Inspectorate before inviting teachers on to courses to learn and be approved."

But established practice was not itself an automatic guarantee of safety, Mr Williams warned. In one case, a school cross-country course judged safe in the 1950s had been crossed by a busy road serving a new factory. A child was run over.

"Is that good practice now? Should not somebody have noticed the change?"

Mr John Bayley, secretary, said the association would be publishing a new booklet on safe practice in physical education early next term.

Parents take first step to united front

by Patricia Rowan

Parent groups in England and Wales made an unprecedented move towards a united front recently, when they held their first joint meeting, to explore common ground and future action.

One issue likely to unite them is resources - or lack of them.

The meeting, at the National Children's Bureau in London, was a direct result of the founding of a European Parents' Association at a Milan conference three months ago, at which all the 10 groups present at the NCB were represented.

One of the most hotly debated issues at Milan was how far teachers ought to be involved in the EPA, particularly since most other European parent groups believe that parent and teacher interests do not always coincide.

This has proved a stumbling block for the National Confederation of Parent-Teacher Associations during the planning period for the EPA, although the Scottish Parent Teacher Council went straight in and secured a seat on the steering committee.

Since the Milan conference the NCPA, impressed by the strength of the parent voice there - and its potential - has hurried to admit its representative and general secretary, Jack Jones, who happens to be a headteacher, now takes up the second UK seat on the steering committee for the next 18 months.

Meanwhile the Welsh PTA, led by parents James Hammond and Sheila Naylor, has also applied to affiliate, and the other groups at the NCB meeting have yet to decide collectively how best to put their views.

They include the Community Education Development Centre, the National Association of Governors and Managers, the Campaign for the Advancement of State Education, the Advisory Centre for Education, the Voluntary Council for Handicapped Children and the Pre-School Playgroups Association, as well as the NCB itself.

The joint meeting was chaired by Dr Alastair Macbeth of Glasgow University, whose study on school-family relations in the European Community, *The child between*, had been the starting point for the European parents' movement.

The group plans to meet again on October 18 and Dr Macbeth feels confident, "that positive initiatives will emerge in the field of home-school relations and school governance".

Two posts will be advertised this month: one for a training and development adviser and the other for a field information officer.

Complaint upheld against Daily Express over reporter who posed as parent

A reporter seeking information about a comprehensive school should not have posed as a parent to get it, says the Press Council.

The council last week upheld a complaint that having improperly used subterfuge when visiting Thomas House School, Wakefield, the *Daily Express* published a distorted and inaccurate article which gave an unfair picture of the school.

In a preamble to a series of articles on the state of comprehensive education, the newspaper said a team of reporters studied conditions in dozens of comprehensive schools. Posing as parents intending to place children at the schools, they watched children at work and play.

A piece by Gloria Stewart about a visit to Thomas House said only a handful of children were in uniform and pupils were struggling into school at 8.15.

Miss Stewart said pupils were thundering around during lesson time and outside the litter was stupendous. Desks were lying in piles waiting to be repaired, the school was badly scarred and lumps had been gouged out of the walls.

Mr L. A. Tawn, secretary and solicitor for City of Wakefield Metropolitan District Council, complained to the Press Council on behalf of the council and school governors.

Mr Tawn said a check revealed that more than 90 per cent of pupils were in uniform. They were not expected to be in blazers but to have pullovers, skirts, trousers and shirts of a designated type in a limited colour range.

Four science laboratories were being refurbished, he said, and in the process old tables and other equipment had been taken out and piled up. The headmaster denied that any desks were lying about the school. As for the litter, none was soft and easily damaged. It was a structural problem.

Mr Struan Coupar, *Daily Express* managing editor, replied that Gloria Stewart was experienced in education matters and a qualified teacher. She believed the faults she saw would not occur in a school where reasonable discipline was enforced.

Miss Stewart said on her two visits to the school very few pupils were full regulation uniform, said Mr Coupar. She meant to convey the impression that the space in dress was such that any particular group of pupils looked far from uniform. She accepted she could have been mistaken over the furniture.

Mr Coupar said Mr Tawn had earlier acknowledged that a school would act differently to a visit by a reporter from a national newspaper than to a visit by a parent. That was why the newspaper chose the approach it did.

An oral inquiry was attended by headmaster, Mr J. Vanstone, and other school staff, Mr Coupar, assistant editor Mr Jack Crossley and Miss Stewart.

Miss Stewart posed as a parent because the Inner London Education Authority earlier denied the newspaper visiting rights, and it was assumed she would find the same attitude from other local authorities, added Mr Coupar. Mr Vanstone said there were problem areas at Thomas House as with other schools, but the article gave

a distorted picture and overstated the problems.

The Press Council's adjudication was: "The reporter in this case visited the school pretending to be a parent in search of information about it. Her newspaper seeks to justify the use of subterfuge principally on the ground that she would not have been given the same information and facilities had she disclosed that she was a reporter."

"In common with journalistic codes of conduct in this country and others, the Press Council has taken the view that news should generally be obtained by straightforward methods. The council has consistently ruled that resort to subterfuge can be justified only where two criteria are both met."

One is that the information which the newspaper seeks to obtain or confirm must be of information which ought to be published in the public interest - not merely material which a newspaper would like to publish because it would be of interest to readers.

"The other requirement to justify the use of subterfuge is that there is no other practicable method of obtaining or confirming the information in question."

"It can be argued convincingly that detailed reports about the functioning of the education service and conditions in schools should be published in the public interest."

"The Press Council, however, is not satisfied that such information about this school could only be obtained by a reporter masquerading as a parent. The journalist should have disclosed that she was a reporter taking part in a survey of comprehensive schools."

Workshops 'need updating'

Craft design and technology workshops should be redesigned to keep up with fundamental changes taking place in the subject, recommends the DES Architects and Building Group in a report.

It suggests workshops should be replaced by a studio with main working areas for briefing sessions, small group design (reading, sketching, model making), making objects in more than one material and testing and displaying objects.

"The 'design and make' approach in CDT has meant a move away from the dominance of the skills training of traditional woodwork and metalwork," the report says. "The widening range of activities and the greater

emphasis on the decision-making aspects of the work requires a different environment from the traditional workshop."

They hold up as a good example the purpose-designed facilities at the John Kyrie High School, Ross-on-Wye, opened a year ago.

"Most schools teach CDT in craft workshops, but we have a purpose-built centre with mixed materials provision for work in plastics, wood, metals, technical Lego etc," said Mr Gerry Haughton, head of CDT.

Craft Design and Technology: accommodation in secondary schools, Building Bulletin 63. HMSO £4.95.

Grant aids new youth venture

A partnership to improve the quality of the Youth Service in Wales has been formed with the help of a £40,000 grant from the Welsh Office.

The Welsh Youth Work Partnership will be supervised by a management committee with an independent chairman. The Welsh Joint Education Committee and the National Youth Bureau will be among those represented on the committee which will have an initial lifespan of three years.

Two posts will be advertised this month: one for a training and development adviser and the other for a field information officer.

Mike Durham reports from the Society of Education Officers' summer conference in Sunderland.

Staff college to mount FE efficiency exercise

A new project designed to improve the efficiency of the further education sector is to be launched by Coombe Lodge, the FE staff college.

From next May, Coombe Lodge staff will begin visiting at least one college in each of the nine Manpower Services Commission regions as part of its "Responsive College Project".

Their aim will be to work out - in conjunction with local education authorities - a programme for advice to colleges on finance, marketing and internal organization. They intend to produce a set of performance indicators for "virtue in the 90s".

News of the project was announced at the SEO summer conference by Coombe Lodge's director, Mr Geoffrey Melling, who described its future role as "to improve the efficiency of further education establishments, so we should be a central resource for management development".

Mr Melling admitted that the West Country staff college is trying to shed its "Sleepy Valley" holiday home image.

He said: "I am concerned that we are not left isolated as a conference centre in the South West mainly known for its beautiful views. The college is still seen as not at the centre of things, but at the periphery."

He blamed poor public relations and marketing for some of the college's reputation. But another major problem is that the staff college has no formal links with other policy-making organizations concerned with FE, including the SEO.

The college is not linked to promotion or career advancement in the same way as an Army or Civil Service staff college. Instead its role is to provide general advice and support.

Mr Melling said the college would continue with its teaching programme, consultancy work and its role as a supplier of information and expertise about further education. There was a possibility it might offer longer courses.

Meanwhile, the college has expanded by acquiring a nearby hotel, the Mendips, for £750,000. Contracts have just been exchanged.

Better provision for 'special needs' urged

The handicapped and disabled depend on getting a job even more than the able-bodied school-leaver, the conference was told.

Mr Barry Taylor, chief education officer of Somerset, outlined the particular needs of the disabled in the job market with reference to the implementation of the 1981 Education Act on special education.

"The disabled and handicapped look to the work place for life satisfaction even more than most of us do," he said. "They are likely to look there for friendship, social contact, and even the ability to secure a love-partner."

"Employment should be central to what we are trying to do for them. We should go good and hard at it in the case of all young people."

But Mr Taylor warned that the crisis over employment might not occur at school-leaving age. It could occur later, and the education service should ensure that it could meet the need.

He cited a national survey, involving 50 L.E.A.s, which he was proposing to raise with the Department of Education and Science. Of the 58, only 12 had reported no increased spending on provision under the Act.

The majority had incurred extra spending of between £75,000 and £250,000 per year. Five had spent more than £250,000. A total of 35 L.E.A.s reported a substantial extra workload, with more educational psychologists, clerical staff and new advisers.

The number of children being assessed represented only a small minority of the children potentially in need. L.E.A.s were almost equally split between those which increased their special school places, and those which cut them back.

Mr Taylor warned that L.E.A.s had to be cautious about the value of integrating children with special needs into normal schools. In some cases it might set them back.

He put forward a 10-point checklist for effective help for handicapped and disabled school-leavers in their transition to adulthood:

- Integration - but only in the majority of cases
- Early identification of the problem
- Regular multi-disciplinary reviews
- Parent counselling or "befriending"
- Better physical access for the disabled
- Courses planned jointly between schools and colleges
- Preparation for the possibility of life without work
- More involvement of pupils and students themselves
- Consistency of contact with the specialist careers teacher between ages 14 to 18
- More resources for adult education and social support units.

Mr Taylor said that only about 2 per cent of children in need were being assessed. "There is a much larger group and most of them are being submerged in the system."

"Before very long, as well as sustaining the service for the 2 per cent, we need to address ourselves to the problems and challenges of that much larger group."

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Barry Taylor: vital that the disabled should have jobs

MSC chief sees drop in rolls as unique opportunity

The new two-year Youth Training Scheme will be realistic, flexible and an essential part of national development, Mr Bryan Nicholson, the chairman of the Manpower Services Commission, told the conference.

He said the projected fall in the number of school-leavers would give Britain a unique opportunity to improve its vocational training provision and emulate the best practices of other countries. Between 1983 and 1993 the number of 16 to 19-year-olds will fall from 3.7 million to 2.6 million.

Mr Nicholson went on to spell out the terms of the new YTS, which is to be introduced from next April. All 16-year-old leavers will be offered the two-year course and every 17-year-old will be offered at least a year.

A model scheme being drawn up by consultants suggests that from April 1987, only approved training organizations will be able to take part, with long-term contracts to ensure consistent high quality.

The contracts will be reviewed annually and there will be an advisory service, similar to HMI, to maintain standards. Modes A and B will be merged, but there will still be a "premium" mode attracting a higher grant.

The standard grant will be £160 per month, with a premium of £10 a month for a minority of places. But Mr Nicholson claimed there would be no "first and second-class citizens."

The first year will be broad-based, with more specific vocational training in the second year and a minimum of 20 weeks' off-the-job training. Trainees would be paid £27.30 per week at first, rising to £35 per week in the second year.

It would be voluntary, coherent, consistent with other training provision, and above all of high quality, Mr Nicholson said.

He added: "A large programme lies ahead to make the model scheme a reality. I trust that it will be seen and accepted as an important and essential part of development from school to working life."

The two-year YTS was part of a six-point action plan for education and training put forward by Mr Nicholson. This included educational groundwork such as the Technical and Vocational Education Initiative, standard-setting, better further and higher education, continuing adult training, and a solid information base.

Mr Nicholson said the new agreement between L.E.A.s and the MSC over future provision of Non-Advanced Further Education would be a success. "All the parties believe that we have a workable agreement - it is now up to us to make it work," he said.

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Peace breaks out between MSC and authorities

A major improvement is taking place in the relations between the Manpower Services Commission and the local authorities after years of tension over the Commission's growing involvement in education.

It is largely a result of the refusal by the Commission's chairman, Mr Bryan Nicholson, to let the Government and his own officials push him into any direct interference in the running of the local authority colleges.

The new harmony became evident at last week's National Education and Training Conference in Birmingham, where Mr Nicholson shared a platform with Mr John Pearman, education chairman of the Association of Metropolitan Authorities.

Mr Nicholson went out of his way to make it plain to the conference that the Commission, which has now been given control of a quarter of the funding of non-advanced work-related further education, will confine its role to ensuring that each local authority introduces changes in provision agreed with the Commission. But the authorities will be left to draw up and implement the plans.

Mr Pearman, more blunt, spoke of "bitter hostility" aroused by the Government's plans for FE funding announced in last year's White Paper. He said that only in January the MSC and the authorities were in a state of "waterfall and suspicious truce".

"The odds seemed very much against a mutually acceptable consensus. It might have been predicted that by July open warfare would have broken out," he added.

Instead, a remarkable measure of consensus had been reached, particularly over the issue of the integrity and professionalism of Mr Nicholson and his senior officers, Mr Pearman said that the authorities' real quarrel was with the Government and the role which it had fostered on the Commission.

Attacking the Government for its preoccupation with what it considered vocationally relevant, at a time when the employment prospects for many young people were worse than at any time since the introduction of universal education, Mr Pearman accused it of a "deeply flawed ideology towards education".

He cited the Green Paper on higher education as an example of the way it was seeking to direct education at all levels towards the utilitarian and away from the liberal tradition. Who could say that an A level in music or an adult education evening course in computing was vocational or recreational?

The education service's responsibilities were not restricted to preparing young people for work, but encompassed preparing them for life, and related to all members of the community. Support for the arts and the humanities in general must be given equal priority with vocational education.

It was not a question of being unenthusiastic about vocational education, which the education service understood and handled rather better than the Government.

Accusing the Government of producing chaos by a plethora of unrelated interventions (he listed a dozen schemes run by various Government agencies) Mr Pearman called for some national framework to secure co-ordination and planning.

It should not necessarily be along the lines of the National Advisory Body for higher education, and a Department of Education and Training might be a solution. But unless there were a change in the attitudes of central government, that might damage rather than enhance the danger to the services of the young.

Edited by
Mark Jackson

Owen Surridge reports from the National Association of Careers and Guidance Teachers conference in Nottingham

Suspicion of industry still

Schools still do not trust industry and their suspicion is fed by the way many employers treat young people. That was the message from this year's conference of the National Association of Careers and Guidance Teachers.

The association's president, Mr Alan Vincent, strongly challenged recent Conservative Party research findings which suggest that there is an anti-industry attitude among educators.

He told the conference last week: "We do not have anything so clear cut as an anti-industry attitude. What we have is ignorance and suspicion. We are ignorant because few of us have worked outside education, and we have been indoctrinated with the philosophy that pure academic education is to be valued above vocationalism."

"We are suspicious because we see many of our young people moving into jobs with low pay and inadequate training and we do not altogether trust the captains of industry."

What was needed was work experience which related to the curricular expectations of the pupils, and opportunities for them to meet young people who had been successful in the world of work. "I have the feeling that ageing

captains of industry do not cut much ice with the majority of young people", he said.

Echoing the criticisms which have already been made by some heads and education officers about the proliferation of new courses and qualifications, Mr Vincent said: "The present confusion of the curriculum is crying out for rationalization. TVEI is praiseworthy in its attempt at an overview of curricular needs for 14 to 18-year-olds, but has a direct relevance to only a small proportion of young people. For those who leave TVEI at 16 there needs to be a sense of progression on to Youth Training Schemes or direct entry."

Careers and guidance practitioners had a major role to play in ensuring that TVEI and the other pre-vocational initiatives did not just become bandwagons, but served as vehicles for young people to receive a better preparation for adult working life.

"We must not simply sit back and wait for the vehicles to be delivered. We have to be in there, influencing the thinking, planning, design and delivery of these courses. We must break out of our isolationism to market our more experimental approach to the curriculum," said Mr Vincent.

He called for more cooperation with careers officers and parents, and urged local education authorities to appoint careers advisors. Mr Vincent promised that the association would provide careers teachers with appropriate in-service training.

Professor Jean Rudduck, of Sheffield University, told the conference that schools were out of touch with reality in continuing to try to impose uniformity on their pupils. At a time of rapid change they needed to encourage young people to develop a critical intelligence and to learn from their own mistakes.

Young people needed to understand themselves and what they had achieved. Properly updated records of achievement would help but the complex questions, such as "Where do I fit in?" and "What do I have to offer?" could only be tackled by injecting realism into the curriculum, providing opportunities for critical thinking and cooperative working.

Professor Rudduck added: "We must minimize uniformity in schools and place more emphasis on the arts. It is also time to restructure the fragmented day, to let children see tasks through, to survey problems and finish the job."

Cash levels 'could cripple GCSE'

Inadequate funding may cripple the massive in-service training programme needed to launch the General Certificate of Secondary Education.

This fear was expressed by Mr Don Ramsden, secretary of the East Midlands Regional Examination Board, who told the conference: "The £350,000 being allocated by the DES is not enough." He estimated that at least £700,000 was needed for the job.

The sum had to be divided among the examining bodies. "On present figures our share of that will be about £25,000," he said, and since travelling expenses will eat up at least £15,000 it would leave only £10,000 to do the job."

Mr Ramsden was also dubious about

the consequences of introducing Distinction and Merit certificates to the GCSE scheme. "Sir Keith Joseph put this one out of the hat without warning," he said. "Subsequent work has shown that although few pupils would gain a Distinction certificate and the Merit certificate could go to many more, we have serious reservations about it. Not least because it does not necessarily reward distinction; it could work out to reward holders of eight good gradings but not nine."

"Introduction of this Distinction and Merit element could have serious repercussions and could confuse. It could also mean reintroducing the old idea of matriculation. I firmly hope it doesn't

come in. But since Sir Keith Joseph has introduced the idea I do not see how he gets off the hook."

Open University said research of achievement was the fundamental challenge to teachers over the next decade.

He told the conference: "You are the people who can lead the way." There was a growing recognition of the need for autonomy of young people in assessment and learning. This involved a change in the role of teachers and called for negotiation between teachers and pupils. "Young people do really need to work out a programme of studies according to their needs."

Staff shocked at shining examples

Just what is an "exemplary school"? Mr William Bennett, the United States Secretary for Education, thinks he knows. He has just named 277 of them - 212 from the public sector - as shining examples for the rest of the American education system.

It is all part of Mr Bennett's endless pursuit of excellence. But some of the teachers at these schools are now wondering just what criteria were used in the selection.

Some, like Mr Nick Leon, who teaches at a high school in San Jose, California, have been amazed to find themselves singled out for praise.

Mr Leon's school has had a consistent drop-out rate of 60 per cent for the past 16 years. He was shocked that Mr Bennett should think this outstanding.

"A lot of our faculty questioned how you can get an exemplary award when you have such a high drop-out rate. Everybody likes a pat on the back, everybody likes to be rewarded. But we're sitting here with the same problems, and people are saying we are exemplary," he said.

Ms Kathy Wallentine, who teaches overflow classes in a deteriorating high school building in suburban Seattle, Washington, was equally astonished. "I don't want to say we are mediocre, but we're just an average school in an average city," she said.

"I don't think we're something the world should come and study. It's not to have it said that we're so wonderful, but it's not clear to the teachers, and it's not clear to the kids."

Ms Wallentine also finds the award a worrying distinction. She lives in an area where residents are not over-enthusiastic about raising taxes to provide better schools, and fears that if they are led to believe her school is the shape they will see no need to pay more. The winners among the state schools were from a list nominated by the chief school officers in their states, which was then reviewed by an 18-member panel of parents and educators. The 65 private schools were selected by the Council for American Private Education.

The National Education Association is not happy. It wants to find out more about how the schools were chosen, and in future it would like more teachers to be involved in the process. The Department of Education has agreed to talk.

Ruling opens door to voucher plan

UNITED STATES

The United States Supreme Court ruling that teachers paid by the Federal Government may not be employed in parochial schools has given the Education Secretary, Mr William Bennett, the excuse to fulfil his long-term ambition to introduce a voucher system.

Mr Bennett has promised to introduce legislation within the next few days which would give money directly to impoverished parents to pay for remedial school help for their children who need it.

By limiting the voucher system to remedial education, he hopes to steer it through a dubious Congress on the grounds that it will restore essential aid to such children, which has been removed from them by the Supreme Court decision.

But opponents contend that this will clear the way for a full-scale voucher plan which would benefit upper-middle-class families who send their children to expensive private schools.

At the heart of the argument is the provision in the First Amendment which prohibits any link between church and state. By a five to four majority in two separate cases, one involving New York City and the other Grand Rapids, Michigan, the Supreme Court ruled that instruction by public teachers in religious schools violated that clause.

Justice William Brennan, who sided with the majority, wrote: "Even where state aid to parochial institutions does not have the primary effect of advancing religion, the provision of such aid may none the less violate the establishment clause owing to the nature of the interaction of church and state in the administration of that aid."

But Chief Justice Warren Burger described his colleagues' decision as "bordering on paranoia". He said: "Under the guise of protecting Amer-

icans from the evils of an established church, today's decision will deny countless schoolchildren desperately needed remedial teaching services."

Some interaction between church and state, he said, was unavoidable. "Any attempt to eliminate all contact between the two would be both futile and undesirable. What is disconcerting about the result reached today is that, in the face of the human cost entailed by this decision, the court does not even attempt to identify any threat to religious liberty."

"It borders on paranoia to perceive the Archbishop of Canterbury or the Bishop of Rome lurking behind programmes that are just as vital to the nation's schoolchildren as textbooks."

Federal aid for remedial education is given under Title I of the Elementary and Secondary Education Act, which makes \$3.2 billion (£2.5) available for the programme. Until now, about \$120 million of this has been spent on sending expert teachers into religious schools in the low-income inner-city areas, where the need for such education is generally greatest.

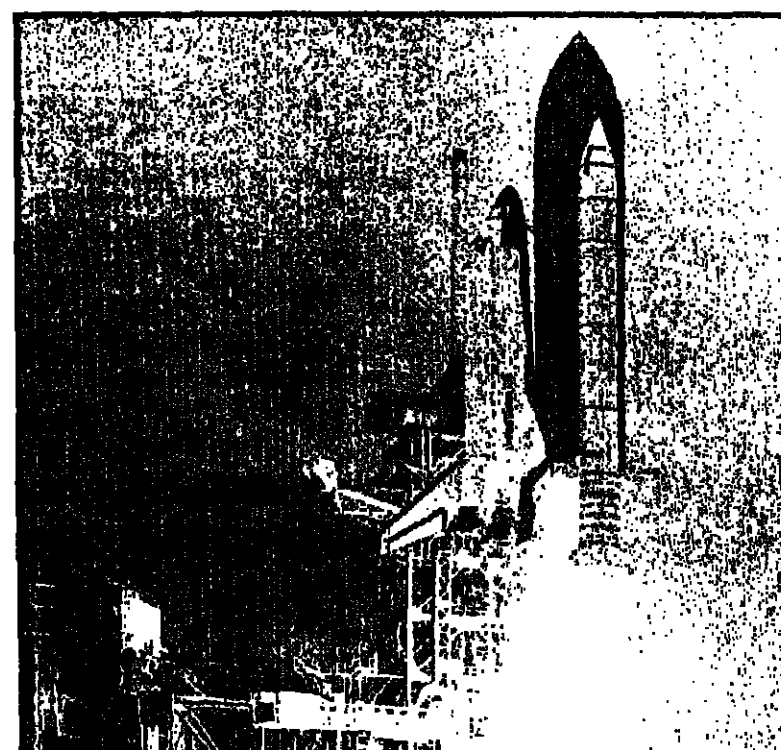
In New York City, for example, about 40,000 of the 300,000 students who benefit from the programme are in religiously affiliated schools. About 84 per cent of the cash went to Roman Catholic schools and 8 per cent to Jewish institutions. The Administration argued in court that banning the use of public money in religious schools would harm the children involved.

Mr Bennett said the Supreme Court had displayed a "fastidious disdain for religion" which he found hard to understand. It was, he said, "a terrible decision."

He now intends to turn the ruling into a powerful argument for his voucher scheme. "I don't think that Congress is getting to be any less interested in going to these funds to these students," he said. "Giving the money directly to parents in the form of a voucher may be one way around that court ruling."

The voucher legislation was already being drafted when the Supreme Court handed down its decision. Department of Education lawyers are now going through it to make sure it contains nothing which might provoke a similar constitutional challenge.

Tied to it will be a proposal to allow tax credits for private school tuition costs, and which may prove to be even more contentious.



One teacher, from 11,000 applicants, will blast off in the shuttle on January 22.

NASA looks for teacher with the right stuff

They came from nine states and from every type of school, with specialties ranging from computer education to biology. But the 10 teachers who assembled in Washington last week had one thing in common: they wanted to ride in space.

It was almost a year ago that the National Aeronautics and Space Administration announced that it would hold a competition for the first schoolteacher to join the crew of a space shuttle mission.

The response was overwhelming: almost 11,000 applicants. Over the months, those hopefuls were whittled

down to 114 semi-finalists, and now there are just 10 left to fight it out for the single place available.

The finalists, six women and four men, range in age from 33 to 45. They will now go to the Johnson Space Flight Centre in Houston, Texas, where they will have medical examinations, briefings, and the pleasure of a weightless flight in the KC-135 training aircraft affectionately known as the "vomit comet".

The eventual winner, to be chosen by a NASA panel, will make a six-day flight aboard the shuttle Challenger, scheduled to take off on January 22.

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Closures can aid repairs

by Biddy Passmore

Local authorities which are closing schools because of falling rolls should take the opportunity to improve the school buildings that remain. Mr Bob Dunn, education junior minister, said last week.

Authorities could combine ration-

ization and improvements by using savings from one to pay for the other, Mr Dunn suggested.

Speaking at a DES conference on educational buildings at St Peter's College, Oxford, Mr Dunn stressed the importance of well-designed, efficient

buildings for good education.

But he did not promise more Government funds to improve the building stock, recently criticised by Her Majesty's Inspectors as providing a "grim environment" for many schoolchildren. Instead, he said the Government would be holding talks with the local authority associations on how to encourage good practice in estate management and make the best use of resources.

Authorities were now on target to take one million spare school places out of use by March 1987, Mr Dunn said, but it was less easy to measure progress with improving the remaining schools.

There was no doubt, however, that local authorities saw it as a high priority. Over the past two years they had submitted bids totalling some £100m for improvement and replacement work. Judging by the amount they had actually spent, it seemed likely that they had been able to add to the DES allocations to carry out "a substantial amount" of this work.

The minister said it was vital for every authority to have up-to-date and readily accessible information about its building stock, so that it could manage it properly, and so that local authorities collectively could say how much needed to be spent. Information of that kind did not, however, guarantee that the necessary public expenditure would be forthcoming, he added.

Prison role seen for jobless staff

by Bert Lodge

Young out-of-work teachers could be used to improve the prison education service, an MP suggested this week.

Mr Jim Callaghan, Labour MP for Heywood and Middleton, made the suggestion while questioning Lord Glenarthur, the Home Office Minister responsible for prisons, when he appeared before the Select Committee on Education, Science and the Arts on Tuesday.

"We have thousands of young teachers unemployed," Mr Callaghan said. "Could not they be usefully employed if we had a fully integrated educational system in the prisons?"

Lord Glenarthur said there had, in fact, been a substantial growth in student hours in the country's 120 penal establishments. Over the past two years these had increased by 500,000.

When Mr Callaghan repeated his question on the possibility of recruiting unemployed young teachers, he was answered by another witness, Mr Terry Platt, director of regimes and services in the Prison Department. "There may be some scope for expanding educational activities. But what is important is what we can deliver on the ground," he said.

Earlier, Lord Glenarthur faced hostile questioning from two former heads of the committee, Mr Harry Greenway (Conservative, Ealing North)

and Mr Martin Flannery (Labour, Sheffield Hillsborough). Mr Greenway referred to a report on Brixton Prison by HM Inspectorate which showed that 85 per cent of tutorial provision was cancelled or postponed and was not delivered to them.

Lord Glenarthur said it was a fairly general problem. Prison officers had to leave other duties to provide escort. Mr Greenway replied that the prisoner to officer ratio this year was only 2.4 to 1 compared with 4.2 more than 10 years ago. "So why do we have such difficulties in obtaining officers to escort prisoners to classes?"

One explanation offered by the Minister was the very high number of prisoners on remand. This meant prisoners on officers being used for security which led to particular difficulties. He did not think more money would solve the problem.

Mr Flannery said he was perturbed by a Home Office circular last year in which listed what may be included in the provision of a balanced and integrated regime for prisoners. It specified work, education, physical education and recreational facilities.

"It may include education," Mr Flannery pointed out. "But that also means that it may not."

Boycott over poor food

ZAMBIA

Zambia's students have been warned that they will be punished if they continue to stage demonstrations in protest over the allegedly poor quality of college food.

The Minister of Higher Education, Mr Rajah Kunda, has instructed college principals to deal ruthlessly with students who fail to appreciate what he has described as "the economic hardships facing the country".

This ruling follows disturbances that led to the temporary closure of the Evelyn Hone College of Further Education in Lusaka, where students boycotted classes in protest against the poor diet. Similar incidents took place at the Zambia Institute of Technology in Kitwe.

Mr Kunda said the worsening economic climate meant that funds to colleges were to be reduced. This would be a source of instability in the colleges unless heads were firm in dealing with trouble-makers.

"While the Government is committed to providing free education in Zambia, students should realize that it is no longer a right but a privilege to enter and remain in institutions of higher learning," said Mr Kunda.

Carlton Samarajiva

Switch from job creation to training

DENMARK

Christopher Follett looks at a new scheme to help the unemployed

An extraordinary summer session of the Danish parliament (Folketing) has passed new legislation offering the long-term jobless training prospects instead of further work in state job creation schemes.

The legislation, agreed between the Conservative-led minority Government and its parliamentary ally, the small Radical Liberal Party, took effect on July 1.

This year, it affects unemployed Danes who completed their first job creation offer this summer without securing permanent employment. The scheme offers training/retraining in a new skill and/or further education for a period of one-and-a-half to two years for 6,000 in the age group 25-55, 70 per cent of whom are female.

Next year, 12,000 are expected to participate in the scheme, which eliminates the so-called second job (creation) offer formerly made to those

unemployed for more than two-and-a-half years.

Those failing to secure employment after the two-year training period will receive reduced unemployment benefits falling in two phases over one year from 70 to 55 per cent of the maximum rate, which means that those failing to find permanent work will eventually only receive 24,000 in state aid. This has led to strong criticism of the legislation from the opposition Social Democrat and leftist parties.

A 75 per cent success rate is expected from the new scheme, which the centre-right Government defends on the grounds that it offers retraining along with new job prospects and a greater motivation to find work in sectors short of qualified staff, rather than endless pseudo-employment in artificial job creation schemes.

The new legislation, which was prompted by disappointing results in previous government job creation schemes, is to be reviewed by the Danish parliament in the autumn of 1986. At present, some 270,000 Danes are unemployed - about 10 per cent of the workforce.

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Trapped in an Orwellian backwater

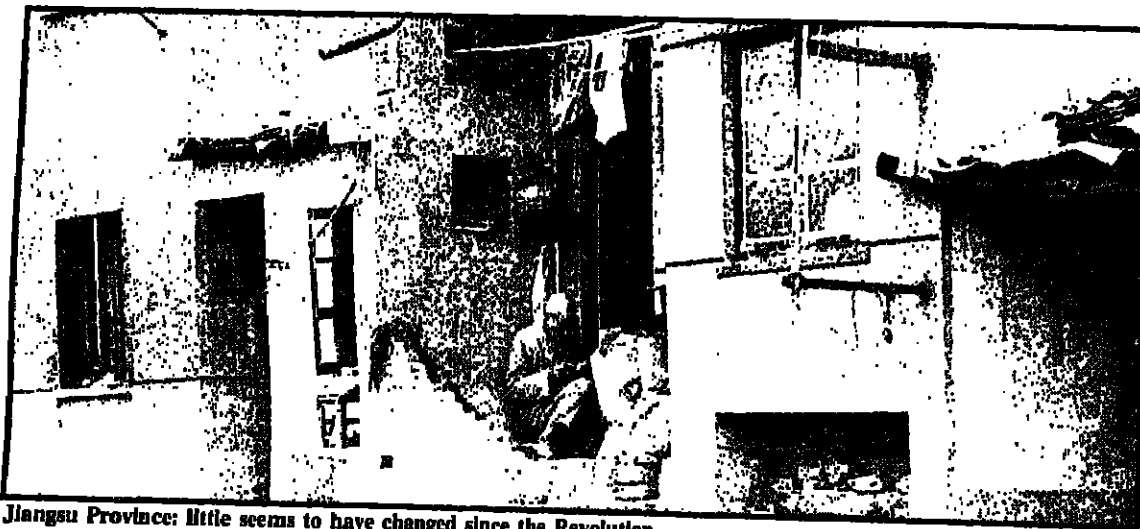
CHINA

Ruth Chassington on the harsh life led by teachers in the northern town of Zhenjiang.

Teachers are generally held in low esteem in China. This is partly a "left over" attitude of the Cultural Revolution when many academics and students were sent to the countryside for "re-education".

Some people are still suspicious of the "intellectuals", those who work with the book, not the ploughshare or the hammer. The pay and living conditions reflect this negative evaluation although some regional differences exist, making some towns more attractive than others for a teaching career.

When teachers hear that they are assigned to this town in Jiangsu Province, the news is not exactly greeted with enthusiasm. Out of the lottery of life that is job-filling in China, Zhenjiang leaves a lot to be desired. It is considered a backwater which has changed little since the Revolution. Opportunities are limited and living conditions are generally poor, with the quality of life being far behind that of the big cities. For female teachers, it is particularly bad because this is a conservative place where old attitudes die hard. Once here, they are likely to stay put, with little chance to better themselves.



Jiangsu Province: little seems to have changed since the Revolution

One of the few possible escape routes is marriage to someone outside the province, but that is not a safe bet at the present time. Having a relative in an important position and going through the "back door" is more likely but most people, with no such relative, are faced with a lifetime here. Single teachers live in dormitories, or share a room with one or two other people. Married teachers might be allotted a small "apartment". The conditions are sparse, although the occupants try to make their homes comfortable. For some, it may be a definite improvement on their family

home, especially if they come from the countryside, but for others it is not. Dissatisfaction is expressed about the living quarters. Some dormitories are new but already shabby; stairwells and corridors are littered with remains of food, and wet washing, plus bicycles. The whitewash has long since lost its pretence of respectability. The description of Victory Mansions in Orwell's *Nineteen Eighty-Four* is remarkably fitting for the living quarters here and that same smell of boiled cabbage lingers. Many teachers cook for themselves on their single burner stoves because college food is poor and

expensive.

There is no running hot water in the dormitories and teachers have to wait for their twice-weekly turns in the bath house to wash themselves and their clothes.

Winter brings further hardship. There is no heating in the dormitories or classrooms and the wearing of many layers of clothes becomes necessary to keep some body warmth. Many, when asked, say that you get used to the cold weather but others admit to wishing for an early spring. Sleeping, eating, teaching and living in cold rooms might inspire some stoics but generally here

the people just tick over, doing what they must and no more.

Working hours, however, are minimal because there are plenty of teachers in China, although perhaps not in the right amount for each subject. As many as possible are taken on, to reduce unemployment. This means that a normal teaching week can be six hours here.

Motivation for private study is high because it is a way out of an apparent dead end. Personal achievement is not necessary for this place as career advancement opportunities are scarce, but it can provide a chance to teach or study elsewhere - even abroad, which is the dream of many young teachers.

Consequently, some spend a lot of time studying hard in cold, cramped, noisy conditions. Some have a chance to succeed but at the present time there are only a few opportunities. Many able and ambitious teachers have their career paths blocked by the old system and living in this town offers them few consolations.

They would probably be happy to stay if life was a little less harsh and more rewarding here. But at the moment, their performance as teachers will do little to alter their position.

The Government has said it will do something to help teachers, including a pay rise, mobility and career prospects for those who work hard. The promises have been made. The hard working but discontented teachers in Zhenjiang are waiting.

No votes in school package

NEW ZEALAND

The Labour Government's 1985 Budget - which gave preferential treatment to education - has failed to prevent an embarrassing by-election defeat.

Labour lost its 57-year hold over the South Island city of Timaru in the by-election, which was won by its main opposition, the centre-right National Party.

During the election campaign Mr David Lange, the Prime Minister, had drawn attention to school staffing improvements.

And the Budget, announced two days before the polls opened, contained no fewer than 62 educational developments. They included:

- Eighty more kindergarten teachers.
- Additional activity centres in provincial cities.
- Several developments in Taha Maori - the vogue term for the Maori side of New Zealand education -

including language assistants and itinerant teachers of Maori.

• More special education services for the visually handicapped; handicapped students at tertiary institutions needing psychological treatment.

• Ten extra teacher and technical institute tutor resource centres.

• A new degree course at Canterbury University in speech and language therapy.

• A new community college at Porirua, outside Wellington.

• 127 more technical institute staff - 91 tutors and 36 technicians.

• A national project on computer-assisted learning and more staffing for educational computer studies at all teacher training centres.

Timaru voters, however, appeared to object to their Government's economic policy, which outweighed the boost for education.

Terry Power

Report highlights failure to meet industry's needs

FRANCE

Mary Follain examines the outcome of a study into the role of schools in preparing pupils for work.

"French industrialists have had a rare chance to say what they think of our education system," said M. Daniel Bloch, president of the Institut National Polytechnique de Grenoble, as he presented the results of a six-month investigation into the efficiency of French schools in preparing pupils for jobs in industry.

Education Minister M. Jean Pierre Chevènement asked M. Bloch to head the inquiry after becoming aware of the need to bring the whole education system into closer contact with industry during his term as Minister for Industry and Research.

The criticism in the report which has made the biggest impression on him is that the education system is like many other institutions "which, after a few decades, lose sight of the purpose for which they were created and concentrate their energies on perpetuating themselves instead of seeking to serve the public."

"This," says M. Chevènement "is at the root of the numerous weaknesses highlighted by the survey: the discrepancy between training and the demands of employers; the lack of continuity between upper secondary and university studies; the inadequacy of some secondary vocational programmes preparing for the CAP (Certificat d'Aptitude Professionnelle), and the narrowness of others leading to the technical baccalaureate."

The report also underscores the failings of research carried out in engineering schools, the limited spread of technical education, and the hiccups in career guidance. "I asked for a frank and unbiased assessment," added M. Chevènement "and it has been carried out."

Many of the recommendations are already being implemented because M. Bloch, anxious to prevent his report from gathering dust on ministerial shelves, has been whispering recommendations in M. Chevènement's ears throughout his investigations.

A five-year plan for technical education (TES, June 28) instigates a new vocational baccalaureate and aims to greatly increase the number of French technicians and engineers, while upgrading some of the vocational lycées and creating big technical universities.

In addition, closer relations with industry and business are rapidly being fostered by numerous twinings of schools with firms and factories.

For the past eight years, however, Dr E. Leungard, who works in the Soviet Institute of Defectology, has been conducting an experiment which has broadened such children's horizons.

Her programme has sought to take advantage of the rudimentary hearing that most deaf-mutes possess. And she has also involved parents in the programme, believing that its success depends very much on "home work".

She considers that the experiment has been a success and her view is corroborated by a leading child psychologist, Dr Zaporozhets, who has gone on record as saying: "The children's vocabulary has widened, their speech is more expressive, active and melodious. They are not afraid to contact unknown people as equals."

Nevertheless, her work, which has recently involved one-year-old babies, has now been halted.

The Institute of Defectology has defended its decision by saying that it has received letters denigrating Dr Leungard's work from some of her colleagues. She has been accused of overestimating the value of rudimentary hearing, and of raising vain hopes in the parents.

But perhaps the root cause of the objections has more to do with bureaucracy than with medicine. Integration of the deaf and dumb into mainstream schools would require many changes in the system, and it may be that it is the conservatism of some representatives of the Academy of Pedagogical Sciences and the Ministry of Education rather than the disabled in the new method of teaching that holds back further research.

Deaf-dumb programme scrapped

SOVIET UNION

An experimental programme for deaf and dumb children which has attracted interest from all over the Soviet Union has been abruptly cancelled.

Deaf and dumb youngsters are traditionally placed in residential kindergartens and boarding schools from the age of three. There they are trained to communicate among themselves using sign language - but in the process they are isolated from their families and the outside world.

For the past eight years, however, Dr E. Leungard, who works in the Soviet Institute of Defectology, has been conducting an experiment which has broadened such children's horizons.

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Jennifer Louis

Leaving political bias behind at the classroom door

Sir - Robin Richardson (Letters, July 5), implies that Angela Ellis-Jones, Dennis O'Keeffe and myself have, in our pamphlet, *Education and Indoctrination*, misrepresented his views concerning the nature and purpose of education, by quoting out of context. He also says that we imply that people with political views such as his should not be employed as i.e.a. advisers. We imply no such thing.

The whole import of our analysis is to argue for a distinction between education and indoctrination and for the possibility of engaging in the first of those activities without lapsing into the second. A person who is concerned to educate should endeavour to leave his political views behind him: if he succeeds in doing so, then it does not matter what views he has.

If, on the other hand, Mr Richard-

Danger area

Sir - The columns of *The TES* have contained in the last two months a stimulating debate on the role of political education in our schools and the potential dangers if it is not undertaken responsibly.

As general secretary of the Politics Association, a professional body concerned with the teaching of politics in schools, I wish to make the following points:

As an association, we are concerned that political education should be just that. Education includes the development of the critical faculty - including

the ability to criticize the biases, if any, of one's teachers. We are preparing a position paper on bias and this should be available in the autumn.

We are not aware of any evidence for the widespread criticisms of teacher bias. If there are those who know of teachers - not necessarily of politics - who are displaying untoward bias in their teaching, we should be glad to know.

The official DES position is quite clear. I quote from a speech by Mr Robert Dunn, Under Secretary of State for Education, which he made in September 1984 to the annual conference of the Politics Association: "I suspect that I will have found

common ground with you on much that I have said so far. Political education, sensibly structured, is widely seen as having a valid place within the curriculum. But, as I am sure everyone here would agree, what is provided must always be education and never indoctrination. There could be no defence for seeking to impose a particular point of view on young people through the medium of political education."

BERNARD M JONES
General Secretary
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16 Gower Street
London WC1

Urban studies

Sir - In his review of *Urban Studies: making sense of cities* (TES, June 28), it is evident that Bryan Waites had difficulties with making sense of the report.

As one of the compilers of the report, now following up its implications, I write in the hope that we can return to the reasoned discussion of social issues in which, apart from this review, we have so far been engaged.

Bryan Waites acknowledges that the report was compiled by "teachers and lecturers with a wide practical experience". Yet he states: "Insufferable pomposity implies that 'an issue-based approach' may be new for many teachers, and that they have a 'sanitized view'." Now, leaving aside the abuse, it is the experience of the compilers that such an approach is new for many teachers.

Mr Waites claiming then, that, for example, the warden of the ILEA Geography and Environmental Studies Teachers Centre is wrong about this? Taking the second part of his statement, about a "sanitized view", it is surely possible that a teacher at a Workingdale Urban Studies Centre and the deputy head of a primary school know what they are talking about when they state: "Primary schools frequently look at topics called 'Jobs

or 'People who help us', but it appears to us that this is often a teacher's sanitized view of the world." (Emphasis added).

It is, however, a combination of slack thinking and political bias and animosity that is the most disturbing feature of the review. He claims, for example, that the theme of employment is "over-emphasized". He does not seem to be aware that there is a political position implied by such a judgement as that is one that those, in particular, who live with the problem of unemployment might not share.

But the word "re-conceptualize" might be seen as an exemplification of his claim that the report is "jargon-ridden in the extreme". He would then conclude that such an attempt, directed to achieving a sense of fulfilment and purpose for our fellow citizens, is to be dismissed along with other items on his list of jargon.

These terms, Mr Waites claims, "punctuate the writing and make reading a problem". One would argue that the facts to which these terms refer punctuate reality and make education a problem and a challenge. That is what "making sense of cities" is about.

These terms, Mr Waites claims, "punctuate the writing and make reading a problem". One would argue that the facts to which these terms refer punctuate reality and make education a problem and a challenge. That is what "making sense of cities" is about.

BOB CATTERRALL
Centre for Urban Educational Studies
Robert Montefiore School Building
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London E1

Same report?

Sir - Reading Bryan Waites' review of *Urban Studies: making sense of cities* (TES, June 28), I wondered whether he and I had read the same publication.

I found the report refreshingly innovative and readable. Far from undermining work already being done by environmentalists, geographers, planners and teachers, I believe the report offers a focus for the work of these groups.

To condemn it for having an appear-

ance which is "temporary" is missing the point - as a working document about a dynamic subject it needs to be produced in a form which facilitates revision at minimal cost.

Bryan Waites describes "resistance to racism" and "class, gender and race perspectives" as jargon. If urban studies educators share his view then it convinces me that the need for "making sense of cities" is greater than ever.

CHRIS LEE
Latin American Bureau
1 Amwell St
London EC1

Plasmid transfer?

Sir - It is often said that scientists fail to communicate ideas because of the use of obscure jargon, which obliterates rather than illuminates the subject matter. How sad that this disease has been transferred (by a plasmid, perhaps?) to scientific journalists.

In the article describing gene transfer kits (TES, June 28), plasmids are

described as organelles, containing DNA. This endows plasmids with a degree of complexity which is unwarranted. Plasmids are merely molecules of DNA which have an autonomous existence, capable of replicating independently of the chromosome.

JOHN HERITAGE
Department of Microbiology
The University of Leeds

LETTERS



Liz Waterland: dissatisfied with conventional methods of teaching reading.

Flexibility needed

Sir - I was interested to read of Mrs Liz Waterland's "apprenticeship approach" to reading (TES, July 5), which is, of course, in line with the latest thinking on how children learn to read and, incidentally, is also the way in which generations of children have learned to read at home.

I do, however, have some reservations about the assumption that all children can learn to read in the same way for, even leaving aside variations in school conditions and teacher expertise, my experience has shown me that there is a minority of children who are not capable of absorbing the skill of reading in that fashion and who do not spontaneously acquire a sense of sound-symbol association, without which they cannot progress to be fully independent readers.

I suspect that if Mrs Waterland were to assess the results of her teaching in a couple of years she might find that the majority of her pupils had indeed learned to read pleasurably and well but that, without specific teaching, a few had failed to learn at all.

I do not wish to decry Mrs Waterland's approach or to suggest that all children should be taught according to

a rigid pattern, merely to urge flexibility and to warn against that old educational tradition of enthusiastically throwing the baby out with the bath-water.

SUZANNE TIBURTUS
28 Callis Court Road
Broadstairs
Kent

Catching skills

Sir - All would agree with Mrs Liz Waterland, that reading should be a way of getting meaning from a text and that any method which encourages children to "devour" books is to be welcomed.

However, not all children "catch" and it is naive to think that reading can be caught in this way by everyone. Some children need the support of reading practice and strategies, just as they do in the acquisition of any other skill.

MARION KEMP
37 Manor Way
Blackheath
London SE3

Conferences



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Crack-down on 'cheating' parents

Malaysian parents who send their children to overseas schools have been warned that they may be barred from continuing their education in the country.

The warning was issued by the Education Minister, Mr Datuk Abdulah Ahmad Badawi, who has criticized parents who send their children out of the country believing they get an inferior education in Malaysia.

The Malaysian Government has consistently opposed the practice, largely because they view it as a way of cheating the national system, which is designed to balance educational performance and outcomes between the Malay, Chinese and Indian races.

The Education Ministry has not said how many children are being educated abroad but it is known that a large number of youngsters - many of primary age - are attending schools in Britain, Australia and Singapore.

Following Mr Badawi's statement, a senior ministry official said that parents, including VIPs, would in future have to show "solid reasons" why children should be educated abroad.

Geoffrey Parkins



A new five-year plan for technical education has been drawn up.

Inspectors lose sight of RE's purpose

Sir - The report of the Survey of religious education in 24 primary schools in Mid-Glamorgan (TES, July 5), states that the Inspectorate found that religious education is, on the whole, poorly taught, that the subject is not well organized, that the majority of staff have no special qualifications to teach it, and that pupils' written work was frequently insubstantial and rarely assessed to determine how well they understand religious concepts.

Remarks such as these imply a grave misconception as to what religious education is. If it is regarded as a subject, to be taught by specialists and assessed on the basis of knowledge acquired by the learner, then we are concerned with religious knowledge, which is an important aspect of RE and being religious, but this is not religious education.

The aim of religious education is to enable a person to fully develop as a total being, physically, psychologically and spiritually, by providing a suitable learning environment which permeates the whole curriculum. RE is not a process which can be compartmentalized as a subject, or as growth in cognitive function; it has to be seen holistically involving the whole personality, both peripherally and at its core, within an harmonious and inte-

grated climate of teaching-learning, not limited to the school but vitally enmeshed with the home.

RE is not knowing about religions; it is a developing commitment of oneself to the divine, and this largely caught from the social environment and example of others, rather than learned from subject specialists no matter how highly qualified.

Religiosity emerges out of an individual as a growing awareness of a spiritual dimension of existence, involving not only cognitive but also the affective and conative aspects of personality. It is experiential and vitally related to prudent action and to the practice of virtue.

The church schools, in particular the Roman Catholic, attempt to provide, in cooperation with parents and clergy, a true religious education, not as something to be studied theoretically but as a path to be trod and a journey of exploration into the reality of the divine.

Let us be absolutely clear what we mean by religious education and avoid treating it as synonymous with religious knowledge.

ROY HARRIS
115 Springfield Gardens
Upton
Essex

see real purpose in life, other than the constant fiction caused by man's aspirations to be his own ultimate power.

C B CRAWFORTH
Chemistry teacher
9 Greave Close
Rossendale
Lancashire

No problems

Sir - I am still concerned that "Anxious Parent" (TES, June 14) has not really been answered. The fact is that if, as Christians believe, Christ was God incarnate, all that category of "problems" represented by the virgin birth and the capacity to control the elements - including walking on water - disappear.

The parents' attention should, therefore, be directed to the evidences for the special nature of Jesus; but so must the child's.

KENNETH COUNTER
56 Colwood Ave
Cirencester
Gloucestershire

Out of tune

Sir - I read Michael Church's comments about the new HMI Curriculum Matters paper on Music with astonishment. He begins: "Given the dismal track record of official celebrators in such matters." I wonder if Mr Church has any first-hand knowledge of recent contributions to the "track record" concerned. Has he, for instance, read the Gulbenkian Report - *The Arts in Schools* or Keith Swanwick's *A basis for music education*, to mention only two influential works of the last few years?

If he has, it would be interesting to know what he finds so dismal about them because it is such work as these that have at last tackled the basic problems which have plagued music education for the past 40 years; problems which had led to youngsters researching in the mid-1960s boring and the least useful subject in their curriculum.

Mr Church describes the whole document as "breath-takingly inept" and refers to the objectives suggested for seven-year-olds as an "initial list of truisms". I think most people involved



Often the first casualty

Stunted nursery

Sir - Once again because of financial pressures, nursery education in Clwyd is under threat. The threats range from initial reduction of sessions offered to a forecast of complete closure in 1986. We were similarly threatened in November and in 1979.

On both occasions, demonstrations by parents, educationists and other interested parties averted the disaster. One asks, however, how much longer must teachers of nursery children have to bear the constant strain of such decision making from the top.

We are all aware of the current economic climate and, as caring teachers, appreciate also the difficulties at the other end of the age range. Many jobless teenagers may in all probability at some time have been taught by us.

Why should there be such a shortage of funds in education that any children have to suffer? We all know that our children are our future and, as teachers, surely appreciate this more than anyone else. The DES recommended target for 1982 was to provide nursery places for 90 per cent of three-year-olds and 50 per cent of four-year-olds. Why then, even with current economic pressures, has development now been halted?

Nursery education is too frequently the first casualty in times of economic restriction. Support for nursery educa-

tion is more often for social than educational reasons. How can nursery teachers convince the decision makers of its importance? Their children will enter school each year with confidence, socially competent, and in most cases emotionally and verbally developed ready to listen and learn without all the old preamble of a settling in period in reception class often extending to months or even terms.

How much longer is this intolerable situation to be allowed to continue with its consequent demoralizing effects on staff and pressures on parents and children. Politically, the pre-school children and their parents cannot match the demands of higher education which can be seen as paying economic dividends such as a better educated work force, which nurseries cannot equal.

When will the DES finally recognize the need to make nursery education statutory, and provide funds for this very special branch of education? Only in so doing, will such a string of impending crises, with its consequent effects on the education of the young child as is yet again being experienced in Clwyd, be averted.

MARGARET TANSLEY
Deputy Headteacher
Blair Nursery School
Clwyd

Number sense

Sir - *Mathematics 5 to 16* recommends that the use of calculators should replace the rote learning of tables and operations such as long division.

I have spent seven years in a country where the rote learning of tables along with other basic skills was discouraged during the 1960s. We are still suffering from the effects. What is lost is not just a particular skill but a whole area of "number sense".

I could not agree more that long division should now be replaced by the calculator. What we must remember, however, is that the learning of algorithms such as long division and multiplication include a great deal of practice in the basic mental skills that contribute to this vital "number sense". What is needed now is a more realistic way of maintaining those skills.

The logical answer is to teach methods of calculation and estimation that will continue to be used when a calculator is available. This will generally mean an emphasis on mental arithmetic. Adding and subtracting from the front (determining the tens before the units) is an obvious example. There are also teachable techniques for estimating totals, differences, products etc mentally. Practice in these will give the reinforcement needed to develop number sense.

If anyone is interested in such courses, I will be happy to send them copies of mine. I shall be leaving this country on September 10, so annual post is essential.

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For the record

Sir - My letter on the history of British immigration control (TES, July 5), contained two unfortunate misprints, one of which made rather a nonsense of my argument. The relevant sentence should have read: "So in the immediate postwar period (that is, before 1962) non-white immigrants from the Commonwealth were actually in a privileged position when compared with prospective white immigrants from Europe, such as the Italians, who counted as aliens and could only be admitted by special Government dispensation."

ROBERT JEFFCOATE
6 Riverside Road
Liverpool

Playing teacher

Sir - I am rather surprised to see *The TES* perpetuating the myth that Princess Diana was a nursery teacher (TES, July 5).

The fact is that she has no qualifications at all: no O levels, no A levels, no teacher training and therefore no certificate of education.

It follows, therefore, that she has never been a nursery teacher nor a nursery nurse as she has no qualifications for that either.

You could describe her as an unqualified helper but as she was paid, it begs the question whether the local authority was doing its statutory duty and inspecting the playground (not nursery) at which she worked.

IAN GRAY
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Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

FEATURES

Render unto Sir Keith...

John Wilson distinguishes between what pupils need to know and what society expects them to learn.

Some things, like a railway system or an army, require centralized control for two reasons: first, because we agree about their purposes; second, because external control can be exercised without much loss - people can simply be told what to do.

Other things are not like this. We have different ideas and values about what kind of religion, or marriage, or morality to have; and even if we did not, these are things we can only do for ourselves. You cannot just order a happy marriage. Education, and hence the curriculum, is in the second category. It can be helped and influenced, but, in the last resort, not controlled externally without destroying its very nature.

I do not deny that reasonable demands or claims can be made on curricular matters. Progress can be made only by sorting these out, and allocating a just weight to each type of demand. It is no good trying to mix them up and hand them over to some general controlling body.

Here the most important difference is between the pragmatic, utilitarian demands of society; and 2 what pupils need to learn as people in their own right, not just as social role-players.

The first of these can legitimately be made by the representatives of society (governments and employers); but the second can only be determined by those who both have expertise in the content of learning and who know the pupils intimately. This must, in practice, mean teachers. In co-operation with parents and the pupils themselves. That is why what pupils need to learn as people cannot be centralized, any more than we can control family life by means of some central, totalitarian authority.

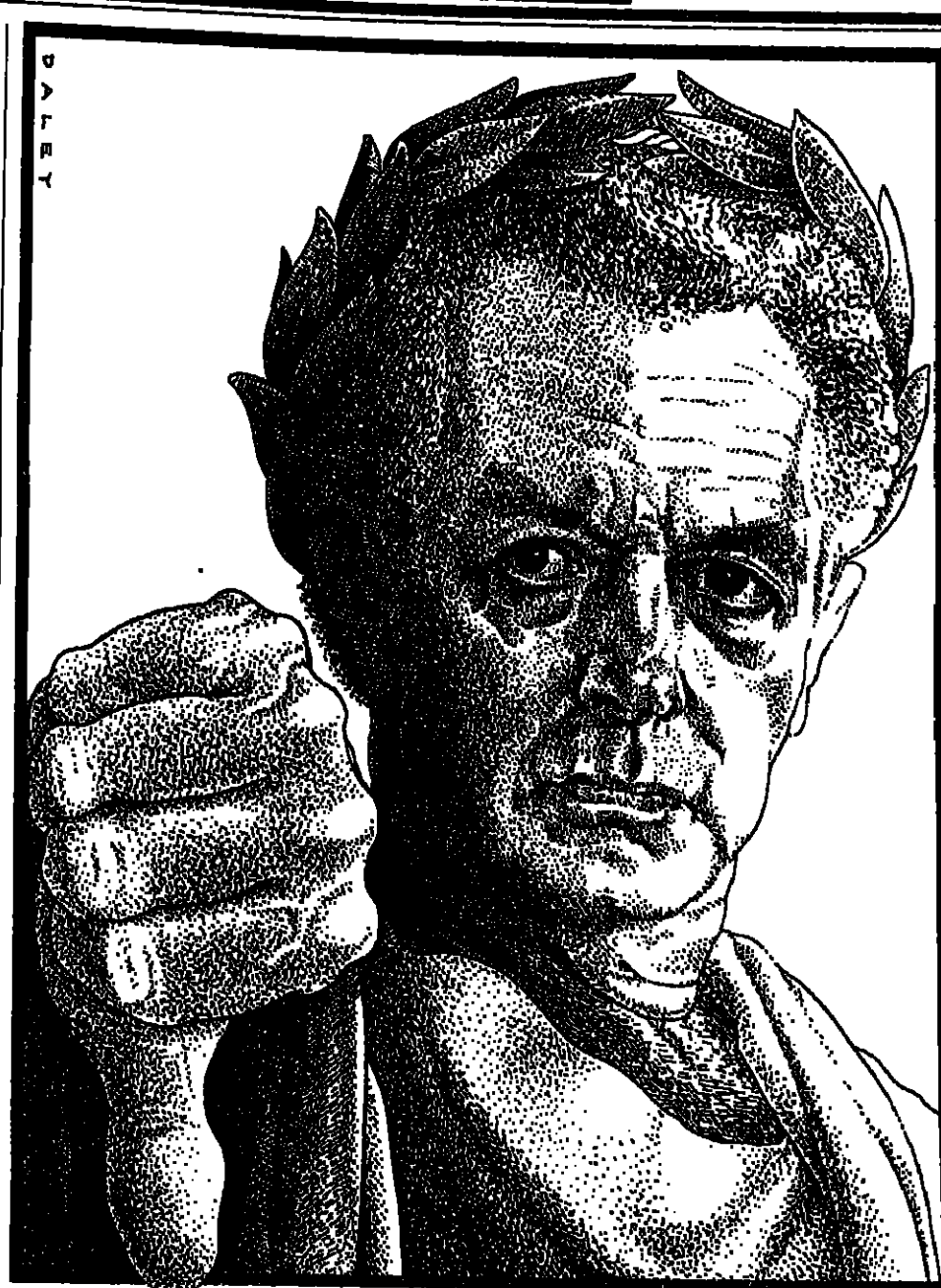
This distinction cuts across most curricular subjects. The kind of reading or mathematical skills needed to fill in an income tax form or to be employable is different from those needed to appreciate English literature or set theory. So too moral or political training in the laws and customs of a particular society is not the same as moral or political education which includes the wider aim of getting the pupil to stand back from those laws and to criticize them for himself. If I and 2 are muddled, neither prosper. It would be better to distinguish them in practice, perhaps even by allocating different days of the week or terms or courses to satisfy these different kinds of objectives.

If - as there should be - there were a single body to supervise the curriculum, made up of representatives of these different demands, it would have to recognize the limitations as well as the justice of both 1 and 2. Governments cannot always be trusted to keep pragmatic demands within proper limits, and perhaps teachers cannot always be trusted to meet pragmatic demands which are genuinely justifiable. Such a body would need to be genuinely independent, as the BBC is supposed to be. It would not control the curriculum, but it would do much to satisfy all parties and maintain a just balance.

Pragmatic demands vary from one society and age to another. They need to be specified very exactly, so that teachers know where they stand and what obligations they have to meet in this respect. Nothing is gained by vague talk of "more technology" or "practical skills". Only then can teachers feel free to spend the rest of the time on educating their pupils in a wider sense, without having to keep looking over their shoulders at rhetorical pronouncements by governmental agencies. Nobody should control the curriculum; but by making clear distinctions in both theory and practice, we can satisfy all parties better than we do now do.

George Walker is head of The Caversham School, Hemel Hempstead, Herts. He spent the spring term this year on secondment to ICI.

John Wilson is a philosophy tutor at the University of Oxford Department of Educational Studies.



He came, he saw and he conquered

Returning to school after a period in industry, George Walker reviews the Secretary of State's record of managing the education service.

implement the change that will bring about the new education and whose daily exchange with pupils is on a wholly different plane of existence from Green Papers, White Papers, Circulars and Ministerial Replies, when those teachers have been so upset and alienated? Sadly, the Secretary of State did not learn in the Department of Industry the first rule of management which insists that successful change must be built upon a foundation of confidence and not of despair.

Sir Keith holds the final trump card but he will not dare to play it. Those who have taken the trouble to study his economic and social philosophy (and I am surprised how few have read his book *Equality* published in 1979) will know that his personal commitment to state education is very small. The logic of his free enterprise society is a free enterprise system of education so why should he worry too much if his particular brand of medicine proves too severe for the state system? After all, his Tory backbenchers, many of whom do not share (or even understand) his logically reasoned ideologies, could be relied upon to rally around the flag of drastically reduced public spending.

But he knows that in the real world the large-scale privatisation of education demands a boldness of vision that was an early victim of the Government's punitive policies and the issue has been dropped from the political agenda. And in

the meantime, those market forces which the Government applaud may actually bring them back to their senses because the very teachers who are needed to bring about an educational revolution based upon mathematics, science, computer studies and technology are beginning to drain away to more rewarding jobs.

Another factor has not appeared on anyone's agenda yet. Despite Mary Warnock's warnings, teachers have become social workers, not because they wanted to but because the increasing absence of other effective forms of social support has forced them to become involved in order to create even the semblance of a stable learning environment. What would be the social cost to the country, one wonders, if teachers decided to opt out of their extensive pastoral work?

In truth there is no lack of teachers who want to help to build a different future and with encouragement and appropriate resources they can effect rapid and significant change - the TVEI has provided an example of this. We must earnestly hope that the softening-up process of the past few years will be quickly brought to an end so that with a new Secretary of State something like a normal education service can be restored.

George Walker is head of The Caversham School, Hemel Hempstead, Herts. He spent the spring term this year on secondment to ICI.

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in primary or music education would have difficulty in locating the ineptitude of which he complains. As for "truisms", the list of objectives seems to me to state clearly and simply important basic principles which have often been ignored in the past and which still need greater recognition if children's achievement is to be built on a solid foundation of feeling experience through musical activity.

HAMISH PRESTON
Adviser responsible for music
Shire Hall
Reading
Berkshire

Michael Church writes: Yes, I do have first-hand knowledge of contributions to the debate. If Mr Preston looks at the back cover of the second edition of the Gulbenkian Report he will find a long and fulsome endorsement by me. By "official celebrators" I meant precisely that: last year's lamentable APU report, *Aesthetic Development* was naturally uppermost in my mind. Of course, the HMI paper's heart was in the right place, but its head seemed stuck firmly in the clouds - technically overambitious, and philosophically naïve.



Recognition of objectives

مكتبة جامعة القاهرة



Teacher parent associations

Janet Atkin investigates the tensions of being both a teacher and a parent.

Teachers and parents are usually looked upon as two separate groups. But some people, of course, fall into both camps. Though there are no official statistics on this, last year's TES survey suggests over one teacher in three (38 per cent) has school-aged children.

They see schools from both sides of the fence, but just how do they respond when they do not see eye to eye with their children's teacher? As part of a broader project looking into the effectiveness of home-school programmes, I interviewed 30 teacher-parents and found they seem to adopt one of five basic approaches to their child's school.

What I have called 'The Holder-Back' is very aware of the potential for tension and conflict inherent in the dual role and as a result has a policy of maintaining a low profile and consciously holding back from questioning, criticism or interference. "I tended to sit back and not say as much as I would like to have said, purposely trying not to give the impression that you were a teacher and you knew just as much as they did," said one.

"I've always kept such a very low profile in the children's education. I think that's a disadvantage sometimes of being a teacher. Although I'm interested, if I'm dissatisfied I'm very loath to go and complain."

Sometimes this reticence is put down to feelings of professional solidarity. "You feel you couldn't argue with her, you didn't want to put her on the spot, you didn't want to make her feel inadequate, but what do you do? You can't pick holes in somebody's teaching and just kind of cut her to pieces. So I'm just holding back, and not saying anything - just listening most of the time."

Sometimes, though, criticisms are withheld for fear their child will be victimized, a view shared by many other parents. "I was very aware of the power that she was going to have over my child so I didn't dare push it. I knew there were a thousand and one ways she could get back through the child."

"This category places considerable emphasis on the child's state of happiness at school, but constrained by their policy of non-interference, their only solution to severe problems is a move to another school."

"He is not desperately unhappy, it's the least of the evils, if he were desperately unhappy then I would probably take him out of the school altogether."

Interestingly, the fact they are fellow-teachers is also a factor. "I'd rather they didn't have any of those arguments with their school."

know that I'm a professional... I want to be treated as 'just a parent'."

Interveners do not hesitate to question the school, monitor what is happening on a regular basis and consciously use their inside knowledge to ensure they get what they want for their children. They are well-aware of the advantages this gives them compared to other parents, in contrast to Holder-backs who feel handicapped by being a fellow-teacher.

"We make it clear I was a teacher, because I think it makes a difference, I'm afraid. "Because I was a teacher and only because I was a teacher did I have access to the syllabus and the ability to say to the head of department,

'I used to resent pushy parents who had their noses in all the time'

"Look, do you know, these parts of the syllabus haven't been covered?"

A feature in this category is the importance attached to gathering evidence with which to support their interventions or discussions with the school. This is seen as necessary to prevent being fobbed off with "platitudes and clichés" and also being seen as an anxious parent over-concerned with their child.

"She had an appallingly bad teacher who did very little work with them and in fact I monitored the homework and the written work, over a period of time, a term I think, and I put it down in great detail and sent a covering letter with it to the head, and pointed out that as an English teacher I'd felt that I had some professional expertise if you like - having learnt from my earlier sharp letters to the junior school and the withdrawal of

I'd received here, I think I've tackled it in a better way, in that I did monitor the progress, detail it down, so that they knew that there was really no argument."

This category is the one most likely to be regarded by the school as a nuisance or interfering. The parents themselves, though, thought they had been successful in most of their interventions and did not think their child had been victimized as a result.

The Professional holds clear views about the rights of the school to manage its own affairs and the extent to which a parent should be involved. This category is very aware of the role boundaries and seems to assess what is appropriate behaviour for a parent from a teacher's perspective.

"Being a teacher myself I used to resent pushy parents who had their noses in the whole time, also we'd no reasons to go there because she was getting on quite well, but as a matter of policy I wouldn't stick my nose in."

For these parents the curriculum or the way parents' evenings are organized are the internal affairs of the school and they are aware of always treading a fine line between "interfering" in matters which are not their business and yet being involved to the extent they feel is appropriate for parents.

"Let's say I think such a situation (an open day with a five-minute appointment) is of very limited value. Nevertheless, to me it is their professional decision - and therefore, inasmuch as I have no standing in the school other than that of a parent, I would tend to restrict anything I have to say to the school to my own child. It would be wrong of me to suggest how they should run their school, which would include parents' evenings."

However, tension is experienced when their own professional judgements are at variance with those of the school.

"There was quite an extensive list of preparation work that we as parents should be doing and I must say my hackles rose and I didn't do it partly because it's not the sort of thing I would expect children to do myself before they started school."

Moreover, their acute sense of boundaries leaves them in a difficult position if problems are unresolved. Like the Holder-back, although for different reasons, the only solution is a change of school.

The Acceptor seems the most like "ordinary parents" in that a sense of professional identity is relatively absent from their conversation about schooling. They display a willingness to accept the authority of the school and a reluctance to question or challenge the teacher.

"I didn't bother," one parent-teacher said. "I considered that he was with teachers who'd been trained and therefore he would be getting on all right."

Another "took that (the school's views on suitable A levels) absolutely on good faith because they knew better than I did."

Even where professional knowledge is used as a way of judging the school this group appears content to accept the school's way of doing things.

"I felt the whole approach was not as I would prefer it to be," said one. Asked what she did

'Successful products of education share the same fears as many non-professional parents'

about it, she replied: "Nothing really, except moan at home. I didn't feel that I could challenge the teacher at all, I felt I had to accept it, but I was put out."

Should a problem occur they seek contact as discreetly as possible.

"Our children would have to be more than just a little unhappy at school for us to actually go in. It has happened once in one of the kid's careers; he reckoned he was being bullied and we did actually go in but did it very informally, very quietly."

Even contact can create anxieties in some of these parents. "I felt almost threatened that they were going to say something nasty about my daughter."

"Parents' evenings were always a misery... I think they were waiting for us with the sort of attitude, 'Huh, so you think you've got a bright child but he's a thundering nuisance'."

This group frequently refers to the importance of the welcome they experience at school, the value of a smile, of teachers who are approachable and even treat them like human beings. It is salutary to realize that some successful products of the educational system share the same fears and anxieties of many non-professional parents.

The final category adopts the stance of "being a help" to their child's school. The help may consist of supporting school functions, assisting their child's homework and even in one case helping in the classroom. The Helper stresses good relationships with the school as a way of avoiding conflict. Helpers have few inhibitions about visiting schools or raising issues because it is always done in the context of asking how they can help with the problem rather than to make criticism of the policies or teaching methods.

Having established oneself as a non-critical helper through personal contact and diplomatic behaviour a mutual contract between parent and teacher is then subtly negotiated. One said of her child's teacher: "She knows my concern and she'll sort of say 'Joanne's done that reading, coming on, do you agree?' Or I'll say, you know, 'Joanne read last night to me, I'm pleased, yes'... general, nothing intense, but just sort of let her know. She knows I'm interested; she just sort of keeps me in touch."

An interesting feature is that the role of helper is seen in relation to the child's total education regardless of the parent's particular subject or training. These parents appear to feel competent to help, not so much because they are teachers, but because they are educated, although their confidence and ability to do so is probably based on notions of teaching and learning formed in a professional context.

It should be made clear, however, that because these parents have found a way of relating to the school that satisfies them it does not mean they experience no tension in the relationship. There is always an awareness of the delicacy of the situation and the possible strain it might impose.

The nature of the research and the size of the sample does not allow conclusions to be drawn about how the categories (and there may well be others) are distributed among the teacher-parent population. Yet to be explored also is how teachers relate to parents who are fellow-professionals. What they may find surprising is just how difficult many teacher-parents find the dual role.

Janet Atkin is a lecturer in pre-school and infant education at Nottingham University School of Education.

The high street banks have never been so keen to get children's pocket money in their coffers as they are today. Emerging from their long sleep into greater competition, and mindful of the fact that most open an account at the bank where their parents are customers, banks began with "conservation" campaigns to make sure that they didn't lose the custom of their clients' children.

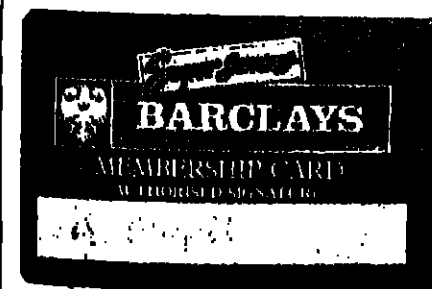
The ubiquitous money box began to make an appearance, followed by the waist-high, in-bank promotional video. Current promotional activity aimed at the children's market reveals that as well as money boxes (Barclays, NatWest, Lloyds) special campaigns involving the collection of chocolate wrappers (NatWest) and free banking stationery (virtually all the banks) there's also a move to compete on interest rates.

There has also been an increase in competition between the banks and the building societies. Until the 1985 budget, interest on building societies' accounts had tax deducted at source, even if the saver was a child unlikely to be liable for tax. Bank savings accounts, however, did not, a situation which seemed to unfairly favour the bank savings business. Now, Composite Rate Tax is levied on the interest of both.

The problem with trying to compete for children's savings that all building societies and banks find is that children don't like going into them. Their experience, very probably, is that parents don't like going into banks, either, but do it because they have to. Having a bank account is one aspect of growing up that children aren't particularly anxious to achieve.

With this problem in mind, combined with the statistic that people are far more likely to change their husband or wife than their banker, three banks have adopted the mountain and Muhammad philosophy. If the children won't go to the banks, say the TSB, the Yorkshire Bank and the Midland, then the bank must go to the children, and that means opening branches in schools, and enlisting the help of teachers. Two of the three, Yorkshire and the Midland, are recognizing the help given to their marketing operations by making cash payments to the schools' funds.

Midland Bank is investing heavily in this market. Since they started school banking in 1983, they have opened 510 "branches" in secondary and middle schools, and are develop-



ing new ones at the rate of 10 a week. The branch at Bullers Wood School for Girls in the London Borough of Bromley is a good example. The school has around 770 on roll, 230 of which have opened savings accounts, either the ordinary deposit account or the special Griffin Saver account which offers a preferential interest rate as well as £15 worth of free gifts in the form of a sports bag and some stationery.

The bank opens two lunchtimes a week and is run by two sixth form girls under the supervision of Jenny True, head of commercial studies. The Midland hopes such banks will break the pattern of children choosing their parents' bank and attack the resistance children have towards going into banks, and they seem to be bearing fruit. "I chose it because it was in school and I wouldn't have to go to a high street branch," one 13-year-old who was saving for her holidays, said. "I needed some pens, so I thought I might as well get some here and open an account at the same time," said another.

All of the six or seven customers I spoke to either didn't know where their parents banked, or knew, at least that they didn't bank with the Midland. With one exception, the pupils rated the convenience of the school bank above the free gifts as reasons for opening an account.

Jenny True is happy about the benefits the bank brings to school. Her two sixth-formers have gained valuable practical experience, and one of them will gain more when she goes on work experience at the bank's local branch. Teachers use the bank to deposit sums for out of school activities like trips abroad, and make use of the interest gained, spending it on extras for the pupils. And naturally, the £50 cash gift, put towards the school minibus fund, was welcome.

This cash gift offer is an important part of the Midland's philosophy. While emphasizing their claim that the exercise is valuable educationally, they don't attempt to conceal that it is principally a commercial investment. The bank offers gifts, usually of between £50 and £100, to be spent on helping buy computers, videos and buses. Bob McCallum, Midland's youth market project man-

On whose account?

Does the new interest banks are taking in schools show a real dividend for pupils? Nick Baker reports.



ager, refers to this offer as "fairly low key": generally it is made after the bank has started to run. However, one school told me that they had had an "up front" cash offer from their Midland branch - a practice that McCallum discourages.

The money is calculated according to the size of the school and the number of new accounts it's likely to yield. The maximum sum paid so far by Midland is £250, although one commercially-minded public school head (who Bob McCallum declined to name) asked for, and was refused, £850 over three years in return for the opening of a branch at his school. The money was to be spent on "Headmasters' conferences".

The Midland professes an educational interest in school banking and offers what it calls a "Bank It" talk, in which a representative talks to pupils about money management, how to open an account, fill in a cheque, and so on. Again, Bob McCallum doesn't deny the promotional and commercial value these talks have, but claims their input is educational as well. The Midland "Bank It" talk uses exclusively Midland material, with a vast Midland cheque and lots of little Midland specimen cheques in the battery of audio visual aids to back up the talk.

Schools can get very similar talks from the Banking Information Service, in which all the major banks participate. This uses materials from all the banks, and is very strictly non-partisan in its approach. Keith Walton is one of the speakers who visits schools on behalf of the BIS. He's a marketing officer for one of the big four high street banks, but doesn't mention this to the

pupils to whom he speaks. "I'm a Banking Information Representative as soon as I leave my branch" he said, before giving his informative talk to a group of pupils at Redc School in Strood, Kent. True to his word, he doesn't push his own bank's brand name at all. It's only identifiable from the tiny symbol decorating his tie. Midland's Bob McCallum did not believe "Bank It" had any educational advantages over a BIS talk, but it did "increase the number of people talking to schools about banks".

The operation of Yorkshire Bank in schools is fairly similar. The main differences are that the savings accounts offered don't have enticing free gifts, that Yorkshire's catchment is more local (from Banbury to Newcastle) and that its cash payments to schools are based on a lump sum to which a bonus is added for every transaction made. Thus, the £15 initial sum, paid yearly, is increased by 1p per transaction up to 1,000 transactions and 1/4p per transaction over 1,000. So, for example, a school with 40 regular savers over 35 weeks would get an annual payment of £31. Bill Baker, manager of Yorkshire's Educational Services Department says this form of calculating payment ensures a sum appropriate to the size of the school and that the average payment is around £25.

It's also, of course, a good way of encouraging children to save regularly. Yorkshire, like Midland, offer their own promotional money management talks and make no bones about the fact that these, unlike the Banking Information Service's talks are aimed at "getting everybody to have a Yorkshire Bank account". Yorkshire

started their banking in schools operation an astonishing 111 years ago, and over 1,800 branches are now in operation, in both primary and secondary schools. Despite aggressive campaigning by the Midland in the past three years, only two of Yorkshire's school branches have succumbed.

The TSB operates 576 school banks in Scotland and a further 1,600 in England and Wales. Unlike their rivals, no inducements are offered, to either children or schools. "We are more interested in saying thank you through community involvement," says TSB's Scottish spokesman, Ashley Price, their England and Wales spokesman, used the word "bribe" in connection with the other banks' inducement schemes.

Unlike their rivals, the TSB's England and Wales operation gives each pupil a paying-in book and a cheque book, although the cheque book can only be used in school to pay for purchases like school trips or equipment. Apart from that, the accounts, like those of the other banks, are strictly for savings.

Before schools decide to set up a savings branch of one particular bank on their premises, they might be wise to take a cool look at the bank's claims about educational intent. There's little doubt that for the small number of older pupils who participate in the running of the "branch" there are useful learning experiences to be gained in areas like mathematics and social skills.

For the "customers", the educational value of the experience is much harder to judge. Schools may, of course, think that thrift is worthy of encouragement. But to encourage it by regular saving with one particular bank chosen by the school, seems more like a commercial endorsement than a teaching message. The provision of an in-school banking monopoly is not necessarily consistent with the ideal of teaching consumer awareness.

If schools are going to teach objectively about banking, all the options need to be covered, including the right not to have a bank account - at least until the proposed repeal of the Truck Acts



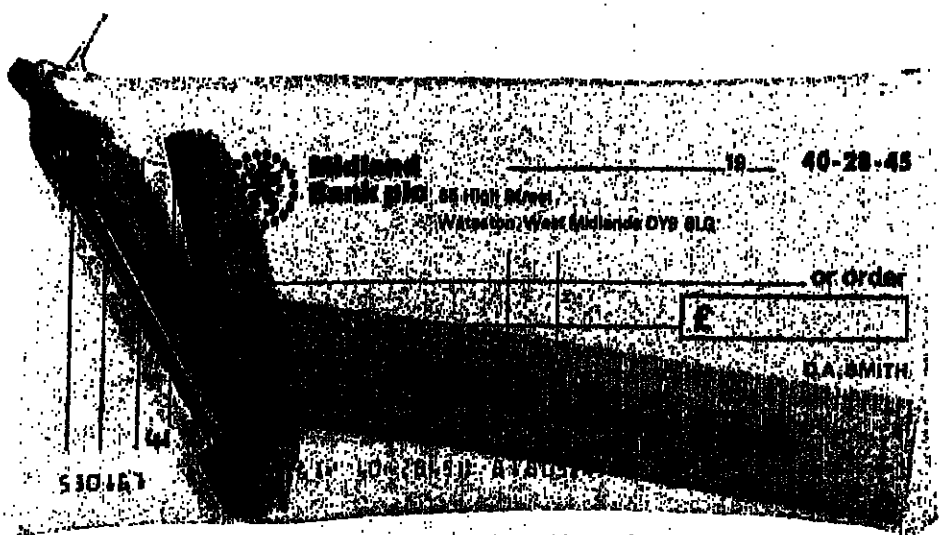
and the Payments of Wages Acts, which will remove the right which employees have at present to ask for payment in cash. These reforms are due in Summer 1986 at the earliest, and may well heighten the competitive atmosphere.

If schools do decide that a school bank is for them, they might do well to exploit the growing competition in the field. Banks claim that a single lifetime account's value to them is unquantifiable and that it will take some time to assess the "brand loyalty" of their school account customers. Here, Yorkshire Bank's long experience must be instructive. They must have found value in their scheme for it to have lasted, in one form or another, since 1874. Banks aren't known for taking risks, and an increasing interest in the school market must be an indicator of the faith they have in it. Midland, for example, is considering using its spending power to buy equipment in bulk that can be offered to schools in lieu of cash gifts.

The banks that offer to pay schools - however little - are acknowledging that the transaction is commercial. Teachers could embrace this commercialism and negotiate the best deal for the school - educationally as well as financially. They could even involve older pupils (particularly those who might be asked to help with the bank's organization in schools) with the choice of bank. Fifth and sixth-formers are, after all, likely to know which schemes are going to attract most pupils.

Market research into how many accounts will be opened and how much the bank is likely to make in the long term, might help the school to make a realistic request for remuneration - either in preferential interest rates or in payment by cash and goods. All this could be just as instructive about the banking world as listening to a talk on money management from a marketing man.

Calculating the potential - educational and financial - of the schemes is crucial. If the balance is not healthy for pupils on both accounts, schools might like to direct the banks back to where they came from: the high street.



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Many years ago, in school, I was taught by a man who managed to combine Shakespeare with corporal punishment. He had a short, sharp shock of hair and a habit of imposing arbitrary detentions (for speaking in class, which he called insolence, and for not speaking in class, which he called dumb insolence). His favourite punishment was to set his pupils to copy out pages from the dictionary. This was that as I grew older so I moved, seemingly inexorably from arduous to zany. But if truth were told, being 15 or thereabouts at the time, in fact I spent much of my time looking up synonyms for "nipple" and noting the point at which compilers of dictionaries chickened out in the face of the human ability to deploy the body for purposes proscribed by the Boy Scout Handbook.

At the age of 15, of course, symbolic systems are liable to fall a good way short of needs but none the less a fascination with language survived. Which brings me to the *East Grinstead Courier*; well, not just the *East Grinstead Courier* but also the *Playboy*, *Private Eye*, *Amabel*, *Uxley* and *Gay News*. The connection between these may not be immediately apparent, though possession of at least three of them would have sentenced me to an hour in the semantic and etymological galleys. Indeed it is difficult to imagine the kind of person who might subscribe to all six and thus be in a position to hazard a guess. The link simply lies in the fact that they all employ the English language (more or less) and constitute a modern usage source for the compilers of *Longman's Concise English Dictionary*, condescend to roughly the same extent as *War and Peace*.

And if the full resources of the *East Grinstead Courier* should prove inadequate then there are always those whose comprehensive knowledge of the language make them invaluable consultants in a project of this kind. George Melly, K D Lang, Clement Freud, Germaine Greer and Janet Street Porter. Last you should feel your sense of reality slipping away

from you I should perhaps add that a distinguishing feature of this new dictionary is that it is also something of an encyclopedia (hence the "experts"), with elaborate drawings of pregnant women, cuts of meat, how a young kangaroo sucks a nipple (see text, p. 10), cross reference to breast, washing symbols, the mechanism of a fruit machine, a bishop's vestment, a cod piece and various complicated diagrams, one of which appears to show how the sun shining down on a tree turns an ant into a lion. And it is these entries which I found most compelling. I now know what a transverse colon is, the shape of an egg and dart moulding and what I presume to be three letters in Mongolian, the Chinese sign for ink and a brief burst of Monumental Roman capitals. And how could you not be drawn to a table of major events in British history which begins with the receding of the ice cap in 10,000 BC (Dunkirk, it seems, was not the first retreat worth celebrating) and ends with Margaret Thatcher's introduction of monetarism in 1979. Doubtless it was the symmetry of ending with the new ice age which appealed. Interestingly, British history finishes several years before world history, something which I had myself begun to suspect.

But these encyclopedia-style entries can also be a little destabilizing. That on physics, for example, informs me about Planck's constant; but this, it seems, differs from Avogadro's constant, which is not the same as Boltzmann's constant, which is at odds with Faraday's constant, which is not the same as gravitational constant, which is nothing to do with electric constant, which appears to bear no relation to magnetic constant. Whatever happened to constancy, eh?

Educationalists will welcome this dictionary for its sensitivity to current usage. Because it does tackle the sociological there is some hope that the standard of spelling in the toilets will improve. It also takes on board the world of computers and pop music: from RAM to reggae, floppy disks to funk. On the other hand they may suspect a certain disaffection with the respect to women teachers. Consider the attempt to offer a phrase "illustrating a typical use of the word in context" where the word in question is "mis-

stress". The definition - chiefly Br. a school mistress - may be acceptable, if a trifle circular, but the usage example ("thoroughly disliked the maths -") suggests a touch of hostility which R D Long might have been expected to pursue, not to mention Germaine Greer. And while we are on the subject of illustrative phrases offering a typical use of the word in context what we do learn from the following example offered for the word "love": "give her my -". Umbrella? Truss? Or the one for "universality": "(she's at -)". A loss? Harrods?

Sometimes, indeed, *Longman's Concise English Dictionary* seems to go an inordinate way out of its way to avoid telling you what you really want to know. For example, do we really want to know that lomatol is diperoxylate hydrochloride rather than a proprietary treatment for diarrhoea? Does it help to know that bilharzia is a schistosome causing schistosomiasis rather than an endemic disease of human beings marked by blood loss and tissue damage. And what about a hint that mistletoe may be something more than just "a European shrub that grows as a parasite".

On the other hand, this is a work of many virtues. In 1775 Longman published Dr Johnson's *Dictionary of the English Language*. The new concise dictionary is scarcely an equivalent event but it is not an unworthy successor. There is a terse clarity to its 70,000 definitions and a genuine sensitivity to contemporary usage. A new system of indicating pronunciation is a good deal less gnomish than those based on the phonetic alphabet which formerly made most words look like items on a Finnish menu. There is on the whole a satisfying lack of circular definitions. And if every now and then I am a little baffled - as by the suggestion that a breast (see pap, nipple etc) is "broadly a discrete mammary gland" - I am warmed to at least one of its abbreviations. Having struggled for many pointless hours with a Rubik cube I especially appreciated the description of its creator as: "Hung designer". Or was that a piece of usage picked up from *Gay News*.

Christopher Blagby



Dyrham Park, Avon - from a collection of evocative photographs by Fay Godwin specially taken to illustrate Wessex: A National Trust Book, with text by Patricia Beer (Hamish Hamilton £12.95).

Pending trial

A Woman In Custody. By Audrey Peckham.
Fontana £3.95, 0 00 636952 9.

Nothing astounded the author more than the hymn singing at the remand centre. She was used to school assemblies where the common act of worship prescribed by law was avoided by both pupils and staff, but there she found "these tough girls - who only a year or two before must have been the fifth-year terrors - choosing and singing the old and well-loved hymns with pleasure and gusto". The emotional atmosphere was such that many of the inmates, including the author, just stood there helplessly crying on hearing the hymns of childhood sung by a "collection of embittered, tough and hopeless human beings". Every Sunday they sang *Lord of the Dance* which the Anglican chaplain called the Puck-teuch National Anthem. Of course the alternative to chapel was to stay locked in the cells for up to 20-22 hours of the day.

But what was Audrey Peckham doing there? She was the deputy head of a large mixed comprehensive school, driven to a nervous breakdown through her involvement in a love affair in which she sought to "frighten off" the other woman. Inevitably and dramatically arrested on a charge of indecent to murder, she was remanded for five months at Puck-teuch remand centre, finally receiving a two-year sentence with one year suspended, and completed her term at Styal Prison which she found positively civilized by comparison.

Most of us after such an experience would sink away into obscurity, hoping to pick up our lives in another field, but Ms Peckham was so outraged on behalf of her fellow unconvicted inmates that she felt obliged to write this harrowing account of her experiences on remand. Penal reform and the documented campaigns for it have always depended on sending articulate middle-class people to jail. This was one of the effects of imprisoning two women. This book is a conscious effort to alert the public conscience to the conditions experienced in that particular remand centre: the awful sanitary arrangements, the humiliation of women with no means of disposal during their menstrual periods, and the endless degradation they experience on going to and returning from court once a week for remand because of the strip searches imposed on them.

It can't be nearly as shocking to read about as it was to experience, but it is even more disturbing to learn that at a time of complete breakdown the only psychiatric help available consisted of measures to ensure that she did not

make a nuisance of herself by attempting suicide.

Other teachers are by no means immune from the bizarre experiences and aberrations that brought disaster to Audrey Peckham, so it is instructive to read of the reactions of her Head, her employers and the DES. "At no time did the chief education officer or any of his officers contact me in any way, and the letters I had from my headmaster were of a personal nature. It was as though I had died, as far as they were concerned. I still wonder how they could just write me off like that, because I was arrested. No presumption of innocence until proved guilty in the world of education!"

I wonder what would have happened if, on release, she had simply turned up in the deputy head's office and taken morning assembly, with those well-loved hymns? Actually, while in Styal she received a letter, by recorded delivery, informing her that the Secretary of State was considering whether she was a fit person to remain a teacher. Since her future prospects, whether teaching or not, would be prejudiced by her being named on that notorious "black list" circulated to local authorities, she wrote on release to the DES stating her case and was invited to attend for an interview.

So she went to Elizabeth House in York Road, and I am sure that she is unaware that the building was designed by John Poulson, a jailed architect. She found the place depressingly like a prison. "Every door was guarded, and nobody could get in or out without a pass. Visitors had to be given a piece of paper authorizing their presence, and were not allowed to walk about unescorted."

After a gruelling interview, which was the one occasion when she had been able to give her version of the whole sad story, she finally had a letter saying that "the Secretary of State did not consider her a person unsuitable for employment as a teacher". She says "The contrast between the way the DES treated me and the way my local education authority treated me was doubly highlighted."

In this journal it is right for me to stress her comments on the professional aspects of her experience, though she mentions them only in passing. Her intention is simply to draw attention to the conditions imposed for months on women on remand, many of whom are subsequently found guilty of no crime. Something similar could be said, and has been said, about the situation of remanded men and of juvenile "offenders" who may turn out not to be offenders in the eyes of the courts. Are we so hardened to everyday horrors, or so certain that it couldn't possibly happen to us, that we decline to be shocked?

Colin Ward

Misrepresentation by omission

We Live in South Africa. By Preben Kruse and Fiona Cameron.
Wayland £5.50, 0 85340 860 2.
KwaZulu South Africa. By Nancy Durrell McKenna.
Beas Series. A & C Black £3.50, 0 7136 2423 X.

Anyone producing a book on South Africa for young people has to decide how much to expose apartheid and the effect of 317 racial laws. In the Sixties and Seventies, despite Sharpeville and all other information on gross injustices, most authors and publishers endorsed the rationalized, racially biased views of the white minority. Now, in 1985, despite Uitenhage and considerably more knowledge, we have another book which one feels the South African authorities would be happy to distribute themselves. Interestingly, South African Airways are thanked for providing the author of *We Live in South Africa* with free transport.

Nothing is crude, nor overtly racist. Instead we have a new, sophisticated level of misrepresentation, largely through omission. The format is that of the rest of the series - smiling interviewees giving "a first-hand view of life". But whose lives? Fourteen of the 26 interviewees represent the white 16 per cent of the population. In contrast the 73 per cent black majority are allocated seven interviewees, three of whom are professional people. Yet the 1983 Manpower Survey indicated under 1 per cent of black South Africans in professional occupations. Apartheid is mentioned only twice in the text, with no clear explanation, and is omitted in the "Facts" page. However, the official view of the new constitution and plan for 10 black "independent republics" is allowed two full pages through an interview with the Speaker of Parliament. No interviewee offers critical comment

nor refers to the mass boycotting of the elections by communities classified "Indian" and "Coloured".

No reader would guess that all black citizens are being denationalized, with three and a half million people already forcibly removed; that most black families are forced apart by "pass" laws, with nearly a quarter million annually keeping her children with her ("We brew beer and have lots of parties") and the miner living his distant family twice a month ("Our gold is worth 8 billion rand a year") hardly sound typical. Who would guess that thousands of people have been protesting, risking all? No one contradicts the white policeman who says "Our job in the Anti-Riot Unit is to prevent people getting injured."

The only proper use for this book would be in an exercise on sophisticated propaganda and one wonders how publishers with a social awareness

image can publish material of this calibre.

KwaZulu South Africa, the story of 10-year-old Busiswe and her granny coping in a barren "homeland", provides a welcome move towards opening up issues others have avoided. Granny's real home was in green fertile hills until forced to move on to government town. Busiswe's father works far away, seeing his family only once a year. Pictures and text tell simply of a community which is struggling and still surviving. The Glossary includes definitions of apartheid, "homelands", passes. However, I wish there had been pictures of the white farmers work. Readers could then relate the poverty to the wealth and not let South Africa slip into a "Third World" image.

Beverley Naldoo



A diamond dealer: one of the interviewees in *We Live in South Africa*; right: queuing for water in KwaZulu

observations. The corps de ballet take the stage "like ducklings plopping off the bank and into the water", while Tchikovsky's music, pervading Moth's thoughts, leaves its mark on her as the ring of a season's growth marks the trunk of a tree.

In a profession to which many are called but few are chosen, there's seldom much doubt about the ultimate destination of a 14-year-old heroine seen heading for the top. However, a degree of surprise rare in the genre is attained in Jean Ure's *Nicola Mimosa*, the sequel to *Hi there, Supernurse*. Should a dedicated dancer interested in science accept a coveted place at a

wall of the flats, and then finds himself imitating the Man from the Cello in a home-made video of "A Day in the Life of the Strabland Estate".

What Jean Ure conveys in a dramatic dialogue and crowd scenes - the entertaining sparks of an irrepressible community life - may have been what Rachel Billington had in mind for *Starline*. A film company planning a swashbuckling adventure about the friends and enemies of Charles I "scours London schools" for a simple unsold juvenile lead. They discover Charlotte of 10, Ladbarnham Gardens, who is so simple and unsold that she has five siblings named Iris, Pansy, Marigold, Ned and Fred, and a doorbell that plays "A Life on the Ocean Wave". Her father, Reggie, works on an oil tanker, and arriving home unexpectedly one day, brings a blush to his wife's cheek because she hasn't had time to put on her best clothes for him.

With these impeccably simple credentials, Charlotte wins all hearts, consoling and cajoling hard-nosed film directors, financiers and script-writers, and calming boiling horses all the way to the Royal Command Performance. Mercifully, *Starline* is a quick read, and it can't have taken long to write either. When the leading actor runs amok: "I screamed Red Smith, using a variety of naughty words".

The *Festival Summer* by Kathleen Gooding has a certain period charm, despite the contemporary setting clearly signalled by references to the Notting Hill carnival and a merry Jamaican teacher. But at heart this is an old-fashioned tale of how urban Emily learns to love her grandparents' farm, while her musician parents tour Europe. (They might just as well have been planting tea in India). She meets a rough boy, "a latch-key kid", who is mad about photography, and together they waylaid birds, solve mysteries, win prizes, eat a scrumptious tea, and rescue the ailing squirrel from a gang of jewel thieves. In the wake of victory over "these scumshankers", Pip compliments Emily on her "spiffing" singing voice. Ah, those were the days.

Marion Glastonbury

An eye on GCSE

The Geography of Production. By Chris Wain.
Macmillan Education £3.75, 0 333 344189.

The *Geography of Production* is one of the five Macmillan Geography books designed to appeal to a wide ability range, with an eye on the GCSE courses. The problems of teaching these new courses are in many ways reflected in the format of the book. The basic approach is to give each topic a simple introduction, gradually bringing in more complex issues later in the chapter. There is nothing new in this, but I detect that in its attempt to please everyone the book has rather

"stretched out" the information provided.

There are exercises for students to complete throughout, and the illustrations live up to the text. Key ideas are listed at the end of each section, and there is a chapter contents list at the back which students will find useful for quick reference. There is an interesting account of how regions should adapt to changes in their industrial structure, and a transition model is suggested. Energy policy should be a key topic, but is rather lightly treated, alternatives only warranting one paragraph.

The book is not very stimulating to look at: the photographs are often dull and it tries to cover too much too superficially. Geography books should not be required to cover all aspects of a topic; in depth case studies are an equally valuable approach, and make geography less abstract. However in conjunction with the other books in the series it could provide a sound investment for a 14-16 geography course.

Andrew Powell

Vital statistics

Asia and Pacific Review 1985, 0 90439 46 1.
Africa Review 1985, 0 90439 45 3.
Middle East Review 1985, 0 90439 44 5.
Latin America and Caribbean Review 1985, 0 90439 47 X.
World of Information £25 each.

What a pity that price alone will almost certainly deter schools from purchasing this excellent series of reference books. Each of these large thick paperbacks has about 300 to 350 pages of three-column text filled with essential information and relevant articles (eg

The World Bank, The Caribbean After Grenada). Vital statistics and useful facts accompany individual essays in a country-by-country survey, examining each state, its recent past, its problems, its government, economy and future prospects.

The articles have been written by a team of experts, some academic but mainly drawn from the world of journalism and broadcasting. As a result the general style and approach is bright and readable rather than dry and technical, objective and fair but by no means uncritical (whether of left or right); and offering the reader an informed and up-to-date insight into important recent developments such as the Hong Kong agreement, the assassination of Mrs Gandhi and the various ramifications of the Gulf War.

Philip Sauvain

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Just published

Edward Arnold

As Bestandspunkte, London WC2B 9DQ

NEW AND FORTHCOMING TITLES FROM EDWARD ARNOLD

The last word

The Ancient Mariner and the Old Salt: Delights and Uses of the English Language. By Peter Vansittart.
CPS £3.50, 0 905880 84 6.

A Defence of Cliché. By Nicholas Bagnall.
Constable £7.95, 0 09 466050 6.

A Word in Your Ear. By Philip Howard.
Penguin £2.95, 0 14 007402 3.

Peter Vansittart writes elegantly about his lifelong delight in words, their derivation, nuance, exact meaning and proper usage. His short pamphlet is always a pleasure to read but, being the first in a series of Pilot Papers issued by the Centre for Policy Studies "to prepare the paths for comprehensive studies on various topics of the English in schools" (Oliver Knox), it has additional concerns.

It covers much of the same ground as the early chapters of Nicholas Bagnall's book. Both gentlemen question, shall we say, what Mr Bagnall calls "the Cult of Originality" by which, to paraphrase, he means the "modern" idea that children should learn by experience, using their own language not, as was the case for centuries, by imitation of agreed Masters of Excellence. Mr Vansittart ("No great work emerges from Creative Writing Classes...") if I have read his more cagey argument correctly, would agree, if only because "I myself have been attempting to restate the value and strength of the past".

I think I agree, too, but only up to a point. It is certainly impossible for me to imagine a mental world not built on the value and strength of the literary past, but then I am not a child in the television and computer biased 1980s and no longer fool enough to defend the freedoms exercised by children today,

that I could have, much less would welcome having, a love of books or words instilled into me. It is a question of what the child experiences as relevant to him or her and children do change with the times, to the chagrin of retired schoolteachers and bemused parents.

To come clean, my hesitation stems from a suspicion that Mr Vansittart would like to turn the clocks back. So would I, so would everybody in some particular, but I persist in thinking that to do so is likely to turn our rosy memories into someone else's grey straitjacket. But there is no cause for alarm. *The Ancient Mariner and the Old Salt* launches a competition inviting teachers of English to put forward their own views on the subject. No doubt many correctives will be issued. Mr Vansittart should provide a sharp spur to entrants' imaginations and certainly offers an unimpeachable example of good style.

Nicholas Bagnall, in his version of the same argument, seems content to state the opposing points of view (wittily and clearly, it must be said). Well, that's all right, too, because his true business is *A Defence of Cliché*. Being a newspaperman it is perhaps not surprising that he is more lenient than many more pedantic persons would wish. (He has certainly set a cat among the Partridges.) The result is thoroughly enjoyable (and that rare thing, a well-produced book on decent paper), full of good sense and welcome honesty. He concludes: "In the end we are not much nearer a satisfactory definition of the cliché than we were at the beginning. I hope I have said enough to show why: why an agreed definition can never be possible, or even, dare I add, desirable. But I hope, too, that no one will think that I have been trying to defend the second-rate. I by no means defend it. I do,

however, make a distinction between the second-rate and the second-hand; and I suggest that it is the failure to make that distinction which has too often misled people into the absurd idea that anything which is not 'new' has to be almost automatically labelled 'cliché'."

Any debate on the health and strength of the language would be foolish to ignore Philip Howard. His enlarged edition of *A Word in Your Ear* will delight his many admirers. I wish I could count myself one but there is something curmudgeon-like in his one-year sentence with one year suspended, and completed her term at Styal Prison which she found positively civilized by comparison.

Dulan Barber

Exhibition

The Children's Books of the Year Exhibition is being revived next month with the aid of the support of the Eva Reckitt Trust. A selection of over 250 books for all ages show by Julia Eccleshare, will be on display at the National Book League, Book House, 45 East Hill, Wandsworth, London SW18 2QZ between August 2 and 10. Authors and illustrators will appear in the afternoons, beginning with Errol Le Cain who will invite children to help even. Jill will run a cooking session, Maureen Roffey a craft one and Janet Howker will talk about her son (£1.50) on Wednesday evening, August 7 at 6pm. An annotated catalogue, published by the NBL, is available at £3.50 (members £2.25) and the exhibition can be hired for £29.00 + VAT per fortnight (£24.00 to members). Further information from the NBL 01-870 9055.

It's wonderful, but . . .

Phillippa Davidson, surveying last week's National Festival of Music for Youth, suggests that it's time the criteria were reviewed. Meanwhile, Gerald Haigh dives behind the scenes

National Festival of Music for Youth
South Bank July 12, 13, 14

Something is always up at the festival - entries, flautists or children under five. This year the general opinion is that standards are up. And that means in certain categories (chamber music, orchestras, jazz) more stringent professional criteria now regularly applied to performances that are scarcely any longer classifiable as school music.

The message from all this must surely be that music is not only alive but flourishing in our schools. But is it? Despite the number and quality of our young instrumentalists there lingers a sneaking fear that what we are witnessing at this splendid feast of school music-making is window-dressing.

The festival started with a bang or rather a gentle squeeze from the Colchester 'Tiny Tots' Accordion Band. The inclusion of an infants' only section was a welcome decision. Immediately we were faced with the perennial problem of small group quality versus whole class involvement. Grange's perfect medieval recorder ensemble and the four-year-old accordianists deserve every praise for their musicianship, but what happens when a teacher has 30 children to coach to festival standard?

Pauline Heartfield, from Our Lady of the Wayside, Solihull, explained the problems of inadequate rehearsal time, no classroom and finding something they can all play. She was mystified by the adjudicators' exhortation for spontaneous playing without music. The point is to teach them to read the notes, she said, defending the school's appealing *Frère Jacques* drama with "orchestral" accompaniment. For the best in infant music, however, my vote went to St Matthias, Stoke Newington, with their pirate hats, rhythmic movement and bright, tuneful singing.

The first half of the junior programme was unusually devoted to string orchestras, all of high quality. Winchester Hill gave a marvellously vigorous performance of Bartok's Rumanian Folk Dances (but are all the players really under 13?). Some excellent items resulting from school projects drew a murmur of approval: *George and the Dragon* (John Ray, Colchester) with its original mime and interesting instrumentation; *Mary Poppins* (Broadmore School) with some excellent individual characterisation, and the Victorian brass band drama from Seissett School, Huddersfield, which provided one of the most dramatic moments of the three days.

Lydgate School, Sheffield, showed just how many children can learn instruments given the personal energy and enthusiasm of a specialist teacher. The Recorder Orchestra, many of whose players switched deftly to orchestral instruments in the Wind Band, successfully avoided the "oh no another recorder group" response by an enterprising choice of repertoire beginning with Byrd and ending with an unbelievably agile Tritsch Tritsch Polka.

A few years ago people were lamenting the demise of singing in schools. Yet Voices in Concert has grown to 12 entries this year. Competition fever was running at Elstedford pitch. All the more disappointing that with a few notable exceptions - best of all, Mountbatten School, Hampshire with their cheerful selection from *West Side Story* and other musicals - the singing never seemed to rise above



Cromwell Sunday Noon Group, London

"heads-in-copies" ordinary. (And can someone please ban "Joshua" from the programme next year?) The outstanding award went to Ludlow School for their dance and mime drama *Prometheus*. The psychedelic colours of the dancers' costumes (this was the year of the psychedelic cat!) and their sinuous movements were riveting and could we be sure the lead dancer was wearing anything at all under his transparent, painted bodystocking?

Chamber Music is a section that always invites superlatives. "Stunning... outstanding... moving..." were some of the adjectives applied to the Junior Chamber Music section which was won by a St Albans Nelson-trained quintet playing Donizetti and Boccherini. Similar eulogies were lavished on the orchestras who took part in Saturday's concert. An exciting Haydn Trumpet Concerto from the Woking Chamber Orchestra, brainchild of its 17-year-old conductor Robert Alt, and a performance of the Prokofiev Classical Symphony that would have been no disgrace to the professional concert platform were two of the highlights.

"In this festival," said adjudicator George Pratt more than once during Secondary Schools' Day, "everyone is a winner." But some are more winners than others, and among the infinite variety of out-of-school ensembles, which this year included a flute orchestra, a harp quartet and two percussion groups, school theatre groups in particular tend to be at a disadvantage. To be scrupulously fair, the judges could not, I suppose, have made an award to a steel band who tampered with Chopin's harmonies. Or could they? Perhaps it is time to review the

Just as it used to take 50 people to keep one Lancashire flying, so a school musical group would be nowhere without its helpers and for every well-barbered wing-commander out in the spotlight there are 20 sweating crabs struggling to-and-fro with amplifiers and drums. As in those far-off days too, the ground staff sometimes outrank pilots, as I discovered when I found the Percussion Ensemble of Bishop Thomas Grant School about to go on stage. "Don't you start carrying any gear about Andy" said Pauline Stone, head of music, to Andy Leak the percussion tutor, "we will see it to all." Andy, whose demeanour clearly signalled that this was his first op, was suitably relieved.

Wholehearted support of this kind is the stuff of which all successful group activity is made. Good headteachers appreciate this very well, and do not on the whole sit back and bask in the reflected glory of their groups. I found Bruce Canning for example, head of Bolsover School and keen supporter of their steel band, snatching a quick look at another group's equipment in the Green Room. The Bolsover band is interesting because in Canning's words: "You can see we're not multi-ethnic." Steel bands are more and more cropping up in WASP country, propelled by the enthusiasm of the pupils and coached by teachers who are doing the whole thing on their own resources. If cultural cross-fertilization means anything at all then this is the kind of a thing which deserves attention.

Another teacher who has worked to provide the kind of musical education his pupils and parents want is John Biddulph, head of music at Valley Park School, Wolverhampton, who brought the Punjabi music of the Sahota Brothers to the festival. "It was a matter of establishing my credibility in the community," he said, "I had studied Asian music and I had to demonstrate that I had something to offer." There seems little doubt that Asian families want their own music in school - though there are some challenges to the teacher, not the least of which is the question of participation by girls.

A tremendous downpour out of a seemingly cloudless sky on the last afternoon brought the right kind of chastening note to the festival's finale, for there are undoubtedly some dangers to come. Peripatetic teachers in some authorities, for example, are worried about the tendency to withdraw their teaching from the classroom and into weekend schools. The feeling is that while this may be good economy it is socially divisive because Saturday morning music is very much *Volvo-land*, and "who's turn is it to pick up the kids?"

Industrial action, too, may well get worse. James Morgan of King James's School, Huddersfield is typical of the teachers who have carried on preparing for the festival on the "we've started so we'll finish" principle, but we'll be doing no more out-of-hours work after the holidays. "They ought to bring Keith Joseph here to see what we're doing" said one of his colleagues. I was quite touched to find someone who still thinks it would make a difference.

GH

Music for Youth is sponsored by The Association of Music Industries, Commercial Union Assurance, the Rank Organization and The Times Educational Supplement.

Radio

Orcadiana

"The trouble with London is that it really is so very remote" is a well known Orcadian saying. Those who thought it was the Orkneys that were in the wrong place should listen to Radio 4 next week when its arts magazine *Kaleidoscope* (which does cover the provinces) goes on holiday and is replaced by Scottish Arts Week (Monday, 9.4.5pm).

The five varied programmes appear to have escaped domination by the Edinburgh literary mafia and indeed begin with a celebration of *Orcadiana*. A visit two years ago to what must be Britain's cuddliest local radio station, BBC Radio Orkney, and a conversation with its ebullient manager, Howie Firth, rapidly convinced me of the strength of the arts of Orkney. Not only is it the home of composer Peter Maxwell Davies and poet George Mackay Brown, but also of the St Magnus Festival and a vibrant indigenous tradition - bred of neither the middle nor the musci classes. *Orcadiana* considers how a small population manages to express such a strong artistic sense of community.

On Tuesday we can hear *Another Gorbals Story*. Over recent years, one of the most cavalier of theatrical traditions has been nurtured in the Citizens' Theatre, Glasgow. Often controversial, usually exciting and only occasionally silly, the Citizens' well deserves this analysis and/or tribute. This is followed on Wednesday by one of those programmes that make you wonder whether this is actually what radio does best. *Weave and Print* takes a look at tapestry and print-making.

Only recently "Jimmy Shand" and "White Heather" were expressions not often heard in respectable Scottish circles. On Thursday there is an investigation of *The New Tradition*: the revival of interest in the Scots fiddle, pipes and accordion band. Finally, on Friday, there is a feature about the problems taking touring productions beyond the Central Lowlands, *On the Road, to the Isles*. They are, after all, so very remote.

David Self

Essex special

For 10 years, Essex towns have been on the receiving end of a battery of colour, noise, vitality and a pace that approaches frenzy, as performers in the International Arts Festival for young people sing and dance their way into the hearts of the locals. This year is no exception as the brightly costumed acts from East and West Europe, from Israel and places as far apart, geographically and culturally, as Puerto Rico and Sumatra pour their energies out to amazed, and sometimes stunned, audiences. All will leave with wide, happy smiles but unless under 30, are likely to feel about 95.

Essex is not forgotten: there are performances by the Essex Dance Theatre and by the county's prestigious and well-revered youth bands, to swing things along. All are acts held together by Eric Hopwood, the irrepressible Essex community education officer, who wisecracks his way through the programme as he has done for the past 10 years.

The International Spectacular, as it is dubbed, will continue at various venues until July 26. Next Sunday all the groups will be performing in Telford Square.

Ray Rushton

The *Intimate Journals of Paul Gauguin* by Paul Gauguin (Kegan Paul International £6.95, 0 7103 01057). "This is not a book," Gauguin fiercely repeats lest a future reader might disparage his urgent, abrupt remarks about preoccupying passions. These include pain, writers, childhood, morals, and the hyacinths of the bourgeoisie. The book is undammed: it's like just having heard him describing in a bar what happened with Van Gogh in Arles, or how his fragile but was almost swept away in the Tahitian flood.

Paddy Kitchen

Pinter goes South

Sweet Bird of Youth. By Tennessee Williams.
Theatre Royal Haymarket.

Cheers rang out for *Sweet Bird of Youth*: an exciting play beautifully staged, impeccably directed and splendidly acted. Though he had fled despairing from the original production read-through, Tennessee Williams saw it succeed on Broadway in 1959. The film made three years later, with Geraldine Page and Paul Newman repeating their stage roles of Princess and Chance, brought it to a wider audience. By this time a string of critical and commercial successes, ending with the prize-winning *The Night of the Iguana* in 1962, had made him the best known American playwright in the world.

With every success his unique poetic vision - of misfits, fugitives, "moral degenerates" struggling to survive in alien environments - had so impressed itself upon public consciousness that its images of sexuality, pain, loss and corruption became part of the intellectual climate. He lost the power to shock and (it seemed) to arouse wonder and pity. The genius who created *The Glass Menagerie*, *A Streetcar Named Desire*, *The Rose Tattoo*, *Cat on a Hot Tin Roof*, *Suddenly, Last Summer* (to list only the other world successes in 17 years from 1945-62)

suffered denigration. The astonishing gallery of characters like Blanche DuBois, Amanda, Laura, Big Daddy, Brick, Violet Venable, Hanna Jelks counted for nothing. He was attacked for being too narrow, repetitive, unnaturalistic, poetic.

Harold Pinter's marvellous production of *Sweet Bird of Youth* makes the most of these supposed defects, showing the theatrical force of Williams' blend of fantasy, poetry and truth. Actor, director, playwright, he recognizes smashing parts, strong situations, fine writing when he sees them. With a production team of artists he lovingly re-establishes the play and strikes a blow to restore Williams' reputation. Eileen Dine's lowred settings perfectly imagine "St Cloud" on the US Gulf Coast; Robin Fraser Pate's costumes boldly establish character and social standing; and Dominic Muldowney's music underlines each mood shift.

These are joined by actors among the best from three continents. Lauren Bacall is superb as Princess, runaway aging film star, a sick old lioness still dangerous and commanding. Michael Beck's doomed gigolo, Chance, inspires pity for all our spoiled beautiful youthful dreams. These two lead magnificently. In brilliant support Frances Cuka (Miss Lucy), Alice Drummond (Aunt Nonnie), Geraldine Alexander (Heavenly Finley), James Groux (Boss Finley) and Simon Rouse (Tom

Junior) add to a theatrical triumph which small imperfections (Princess's soliloquy while Chance phones Hollywood is awkwardly handled by writer and actress) cannot diminish.

John James

Light, ironical, but lethally sharp, two of the four one-acters in Graham Swannell's *A State of Affairs* (now transferred to the Duchess Theatre) represent a welcome infusion into the sloppy world of West End marital comedy. Both in the first, in which a relationship is wryly seen to be dependent on a mild form of fetishism, and the second, in which a very different relationship is seen in clandestine half-life, Gary Bond leads with convincing - and infectious - virtuosity. *Miscast* as a bourgeois fascist, Nicholas McAuliffe makes a brilliantly comic NW6 tramp; Amanda Boyer excels as an alarmingly unpredictable "other woman"; and as the disdainful friend of the NW6 tramp she manages, with a few glacial questions, to fill the atmosphere with the ticking of a time-bomb. Unfortunately the wiring fails, so she's not allowed to explode: Mr Swannell and his director Peter James should go urgently to work on the dramatic fab in Part Four, while Part Three, which sounds like an expanded radio sketch, should be rethought from scratch.

Michael Church

NYT season

The 30th season of the National Youth Theatre of Great Britain, which runs from August 5 to September 21 and involves 500 young people, boasts several "firsts". Two venues are new to the company, the Young Vic and the Open Air Theatre, Regent's Park, where *As You Like It* will be performed between September 3 and 7. The Young Vic will house the NYTGB's first two-handers, *Frikkhian* by Marjorie Hill, winner of this year's Texaco / NYTGB award for the most promising writer under 21. And, for the first time ever, a current member of the company will have a play presented as part of the season.

Bad in the Eyes, submitted under a pseudonym, is Mark Johnson's first play. He is 19, black and about to become a student at the Bristol Old Vic Theatre School after acting with the company for three years. His play is set in an imaginary school in the East End quite different from those he himself attended in East Grinstead and Crawley but nevertheless draws on incidents from his own experience. For four months after taking his A levels he was on the dole in Newham at a time when the "Newham 7" hit the headlines, National Front activities were rife and the Socialist Workers' Party growing in strength. It seemed necessary to comment on the situation. The play is about political indoctrination and it attempts to look objectively at extremism of both Left and Right.

Other NYTGB productions this season include *If You Wanna Go to Heaven* by Christie Tiller, until recently a teacher in the education of the first prize in the Texaco / NYTGB competition. Her play is about life among the Land Army girls of the last war and will be presented at the Shaw Theatre between August 14 and 30. The *Caucasian Chalk Circle* will run at the Jeannette Cochrane Theatre for a fortnight from August 15. *Othello* will be at the Shaw between September 12 and 28 and a Shakespearean workshop, directed by Michael Croft, founder of the NYTGB, at the Jeannette Cochrane from September 17 to 21. Entitled *Unweave the Head*, it will deal with kingship in the histories.

NYT will present 15 of the best regional youth theatres at the Shaw, Jeannette Cochrane, the Place and the Institute of Education.

Heather Neill

Poppo, by Janet and Allan Ahlberg, has been chosen as the first winner of the Parents Best Book for Babies Award. The prize is £1,000.



Gavin Edwards as Merlin

A special legend

Arthur Awakes
Green Jam / Greenwich Young People's Theatre

It's long been established that drama is a Good Thing for the education of the mentally handicapped. What happens, though, when a group of such young people, reacting in the way that students do when they become enthusiastic about "informal" drama, get the urge to perform?

GYPT has the answer. *Arthur Awakes* is a sensitively directed, well thought out performance piece. It's also a rattling night out - in fact the group is taking the production to the end of Jamaica School of Drama at the end of the month. The show is a simple re-working of the Arthur legend. Under wicked Margaret Le Fay, England is a mess. Even the prices at Merlin's Cafe, meeting place of a gang of self-styled Riff Raff, have shot through the roof. Luckily, the proprietor is a bit of a wizard, and he conjures up King Arthur to put things right. The show is appropriately jam-packed with fun - magic, music, black theatre puppets, and pyrotechnics.

Arthur Awakes is the result of four years patient work with Greenwich special schools and centres for the mentally handicapped. The young people weren't indulged in any way. The Arthur story had a rigid plot line that had to be adhered to. That's not to say that this disallowed invention: director Rob Tiplady had the hair-

raising task of including, at the last moment, long brooded over ideas that suddenly emerged, like Robert Belcher's impressive dance of the Iron Knight. For those playing smaller parts, improvisation was clustered around set pieces of business, usually comic, occasionally to do with plot. Those who had the responsibility of carrying major elements of the plot needed to learn and re-learn their parts before each performance, going through the outline with a GYPT member.

Two GYPT actors played small parts. The idea is that they should be on hand should the plot go off the rails. The night I saw it, the story would have seemed on just as smoothly without them, but the dozen or so in the cast like playing alongside "real" actors. It's a bit of a status booster, as is playing in the band with accomplished musicians - not just percussion - bass guitar and keyboards as well.

"He's spoken more words tonight than he has in the past two years," I overheard one proud father in the audience say of his performing son. This is another area of benefit for performance drama for mentally handicapped people. Clear, carefully timed speaking, not interrupting, concentrating on what others are saying, all these take on special significance when you know there's an audience listening.

Nick Baker

Celebrations

Centenary Pageant
St Catherine's School, Bramley
Adventure Story
Dulwich College Preparatory School

St Catherine's School at Bramley, near Guildford has something to celebrate, and that just about gave it the right to keep 1,000 people sitting in a Surrey field for two and three-quarter hours last week. The school is 100 years old and chose to mark the event with a centenary pageant celebrating 2,000 years of women in history.

It was a close thing though. The show had been going for an hour and a quarter (the midgets were beginning to bite) before we so much as hit 1431 and the trial of Joan of Arc. Prior to that what the unctuous commentary frequently referred to as "the arena of history" had been filled with small girls and a succession of short scenes introducing some more and many less famous women. We watched Boudicca being thrashed by Roman soldiers and then travelled "far from the shores of Britain to the mysterious East" to meet the Chinese Empress Wu Chau.

Queen Elizabeth I's knighting of Sir Francis Drake marked the half-way point. But there was no interval - not so much as a beaker of mulled wine - before we were off again, popping in on Pocahontas and Madame de Pompadour, sampling "the cloistered calm of a tiny paragon" with the Brontë sisters and "a day by the briny" with Queen Victoria.

It was a spectacular show. All 500 girls at the school were involved, and almost as many adults seemed to be rushing about behind the scenes. There were guest appearances by half a dozen horses, two veteran cars, a donkey, a recalcitrant calf and a stalwart band of boys from the nearby Cranleigh School. It was, however, far

too long, centenary or no centenary. Master of the Pageant, David Clarke, a professional brought in from outside, should have cut a lot of his own around, purple prose and axed whole scenes to bring 2,000 years down to a more manageable length.

Also celebrating its centenary, Dulwich College Preparatory School had a production of Terence Rattigan's rarely-seen *Adventure Story* as the centrepiece of its festivities. A wordy psychological drama about the early life of Alexander the Great (best seen perhaps as a sort of costume-sketch for the later Ross), it would have been a brave choice for any school. The young cast at Dulwich revelled in it, however, aided by lavish sets and opulent costumes. Alexander himself, gorgeous in scarlet and gold, was properly dominant, but there were good performances too from the supporting cast of his friends and allies, until one-by-one they were bumped off in the name of political necessity. A set-piece battle at the end of Act One was also well received, and left a thick carpet of Greek and Persian dead across the stage and a large part of the hall. Congratulations to all involved.

Hugh David

Next week

Brian Morton on RD Laing;
Alma Pavolini on
Heinrich Böll

Among this week's contributors:

Christopher Bigsby is Reader in English and American Studies at the University of East Anglia
David Wright is a poet and the editor of many literary anthologies

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Organized as part of the
1985 Cheltenham Festival
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September 29-October 13.

Manners

The Rivals
Institut Français, London

Although the English cast at the Institut Français in London topped very well with the superficialities - the bows, the curtsies and the Yes your Ladyship - and maintained a firm hold on the relentless plotting, there was something crucially wrong with this production of *The Rivals*. It wasn't funny.

Understandably so, perhaps. Although *The Rivals* (1775) is always described as a comedy (and usually as nothing less than a "sparkling comedy") its humour is not of the Russ Abbott/Benny Hill variety. It is a satire for its effect on the audience's sharing of a set of precise notions with the characters on stage. And any production of *The Rivals* has first to show us the norms against which its characters are playing.

This was what was so noticeably lacking in the Institut production. We weren't shown enough of the ordinary life of 18th-century life (in prose-

ment, style and attitude) to get any clear idea of how extraordinary Mrs Malaprop and Sir Lucius O'Trigger were meant to be. They and the other characters seemed to be living in a void, intellectually, socially and physically.

The major problem with the production, then, was the play itself. The cast, who knew their lines and got their tongues around them with surprising assurance, can be quite content: it really does take a Maggie Smith to make Mrs Malaprop funny these days. But maybe they would have fared better - and maybe similarly hard-working casts will fare better in

the future, and get more laughs - if, determined to stick with the 18th century, their directors avoid the high style of Sheridan and look instead for something more earthy. There is plenty of scope. *The Country Wife* (1664, but what a 35 year?) *The Shoops to Conquer* (1773), the indestructible *Conquer's Opera* (1728) or even the countless lesser-known plays by the likes of David Garrick and George Colman would all pay big dividends. The latter particularly so; their relative unfamiliarity also reduces any suggestion that the major reason for staging a play is that it is "a classic".

Hugh David

Portable museums

Michael Clarke on the impact of holograms in art education

Holography: Treasures of The USSR
The Trocadero, Coventry Street, London W1
Until September 30.

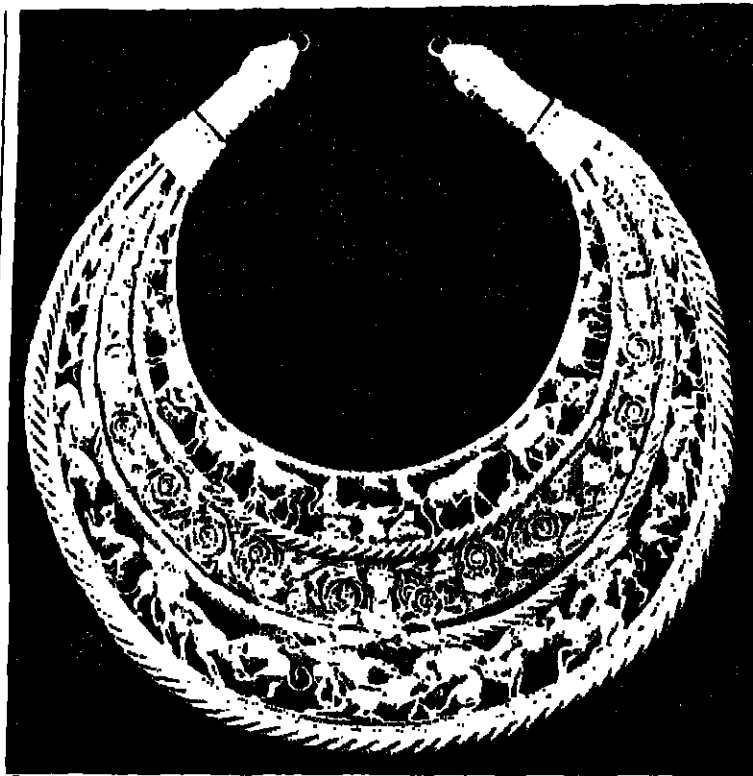
Although this exhibition, arranged by Light Fantastic and the USSR Academy of Sciences, might strike many people as a mere technological novelty, the implications for art education alone are worth considering. Unlike the majority of 18th century and early 19th century students unable to afford the Grand Tour, we are no longer dependent upon engravings for some acquaintance with works of the past. Public museums, galleries and above all photographic reproductions have made world art accessible to us all. But how many art teachers are trying to discuss Michelangelo's "David" or any other three-dimensional object have not been frustrated by the restrictions of a single view whether it be a slide or colour-plate? Holograms could be the solution.

Unlike photography which for all its clarity flattens, holography is capable of an image so convincingly volumetric and spatial that it would not surprise me if some visitors to this exhibition tried to grasp the objects reproduced. Two-sided holograms can show you back and front on a single plate and, although an extremely difficult process,

circular holograms are able to reveal every aspect. None of this, it seems, would have been possible without the use of lasers, but thanks to the work of a Soviet scientist, Y N Denisov, these images can all now be reconstructed in the safety of the classroom with an ordinary spotlight.

The potential of holography in optics, medicine, industry and data-storage is already recognised and in the latter role could revolutionise the cataloguing and dissemination of art and design. Because a microhologram of only one millimetre is possible, this means that the entire contents of a national gallery could be stored on a hundred nine by twelve centimetre plates; a portable museum it ever there was one. How many actual objects reproduced in this show might realistically have travelled to London must remain a speculation. Future international exhibitions of rare and unique items, already severely restricted by fragility and insurance costs, will surely take place only in holographic form.

Holography: Treasures of The USSR is, therefore, an important event and for once the title is not misleading. This is contemporary science reproducing valuable works of art and there are enough precious items included to attract the most materially minded. Several were specially selected by Peter Wood of Light Fantastic and



One of the photographic exhibits.

recorded by Soviet holographers. Others are so rare and delicate that they are not even displayed in Russian museums. A gold fourth century BC Scythian breast ornament decorated with animals, flowers, scrolls and ropes sets the opulent tone which is continued with items like the large, 18th century silver gilt platter of too high a relief to be practical and an Aladdin's cave of ornate glass and porcelain.

The sceptic, nevertheless, will have much to question. With such a novel reproductive technique, why is an otherwise high-tech exhibition design

filled out with badly-lit photographic images? Why do so many vases project forward at their lips in a way that distorts their assumed circularity? Is the dominant colour-tone effect of each hologram (amber, green, red) which changes blue glass to a dark claret and silver to a tarnished yellow unavoidable? These are not unfair reservations. Holography will no doubt continue to improve but until it can overcome the general appearance of ghostly objects, however three-dimensional, preserved in tinted aspic, questions like these will prevent its wider acceptance.

going to have of coming face to face with certain animals, is in zoos.

The problem zoos now have is to try to adapt to current ecological circumstances. A zoo enclosure, according to Jonathan Griffin, is "ultimately a compromise between the animal's needs and ability for it to be seen by visitors." Very often though, the visitors mistake the arrangements made for the animals. For example, they worry that the orang-utans might get lonely in their big one-up cages, without knowing that the orang is naturally a solitary animal. What is encouraging about a visit to London Zoo is the large number of Victorian barred cages which are now empty and due for demolition. That North American heaver is one of the animals due for rehoming.

As far as education is concerned, London Zoo is putting great emphasis on its conservation angle, with a special Endangered Species Trail with an accompanying leaflet which explains how the animal has become endangered and what's being done about it. Animals are beginning to be grouped in a different way, too. Instead of putting all of the same species together, separate areas for nocturnal animals or plant eaters are being developed, so that visitors can see them more in the context of their particular eco-systems.

There's also an Activity Centre where children can get "a giraffe's eye" view of the world through a special periscope, or walk in camel sized shoes, as well as brass rubbing, mask making and "meet the animals" sessions. Other Zoo Month activities include a photographic competition at Highland Wildlife Park, Inverness-shire, an exhibition called Animals and Mechanisms at Marwell Zoo, Winchester, talks by keepers about the treatment of stranded seal pups at Skegness Natureland Marine Zoo, "touch and learn" sessions (come with snakes) at Cotswold Wildlife Park and at Banham Zoo, Norwich, a special treasure trail competition.

Group for Disabled People and the Bradford Metropolitan Council. The toys are marketed on a non-profit making basis. Further information and a catalogue from Bradford Activity Toys, 103 Dockfield Road, Shipley, West Yorkshire, BD17 7AR.

CASSETTE ON RACISM Recently Lenny Henry joined the Wavelength team for a BBC Education radio programme for teenagers which dealt with some of the problems of racism. He recalled some of his own teenage experiences and spoke of his personal approach to racism. This programme is now available on cassette to schools and colleges. The cassette costs £4 from the BBC Education Radioshop, Centre for Educational Technology, Civic Centre, Mold, Chwyd, CH7 1YA.

Design by doing

by Sebastian Loew

The Design and Planning Games Pack
Jeff Bishop and Graham Russell
Resources for Learning Development Unit, Bishop Road, Bishopclee, Bristol BS7 8LS.
Avon schools £6, non-Avon £10 (plus £1.15 VAT and p&p).

This pack produced in Bristol brings together five simulation games which have been previously published (in abbreviated form) in the Bulletin of Environmental Education during 1982 and 1983. They are based on the now accepted idea that learning by doing, rather than by reading or listening, is more stimulating, more relevant, more satisfying and more effective.

The five games cover different aspects of the built environment: the design of buildings, the planning system, the land development process, the concepts of the city and of the community. They are designed for children of nine years and above, though at least one, "The Planning Public Inquiry Game", seems more appropriate for those of 13 or more.

For each game there is a list of materials needed (generally very few), templates and role cards to be given to the participants, advice on how to start the game (eg the arrangement of the room) and on how to run it, with hints on what to say, on evaluation and debriefing. The number of participants (only really important in role simulation) and the possible duration of the game are also indicated.

The authors repeatedly suggest that the games can and should be adapted to the particular situation in which they are played, using local sites or issues known to the pupils. For every one there is a basic set and a section called "Variations and Extensions", adding complications or detailed information which can be used when playing with older children. So, for example, the role cards in the "Land Development Game" describe the roles very sketchily, but the "Extensions" section contains more complete descriptions; in the "House Game" the basic kit is for the layout of one site with 12 houses on it, while the "Variations" add complications such as specifying the client or expanding to the design of the whole neighbourhood.

General advice is also given to teachers wanting to run a game and this is probably as essential as the individual rules. Most important is for both teachers and pupils to understand that there are no correct solutions and no winners. Not all the games are role simulations, but it is in these in particular that the no-winners principle must be accepted.

Other advice includes contacting the local planning department and the relationship between the games and various disciplines, geography not being the only one. In this respect the authors quite rightly emphasize that this kind of activity needs to be programmed and is not to keep the kids occupied on a rainy day. Perhaps they could have also made it clear that at least some of the games suggested need some preparatory work: for instance, the "Planning Public Inquiry Game" might not be very useful unless it has been placed in advance in some sort of context.

Finally, the greatest asset of this pack is that the basic work has been done for the teachers. Many would probably like to organize games but find the procedure too time-consuming, too complicated and too risky. Here is a set which may have been adapted, but the authors have tested the games and they know they can work. For busy teachers this is undoubtedly a useful resource.

The Foundations of Wealth.
Ten 10-minute videos made by Video Arts.
£30 for the set, £15 for programmes.
1-5, or 6-10 2 Booklets of teacher's notes.
From DTI Industry/Education Unit, CFL Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN, or ICI plc, Argus Film and Video Library, 15 Beaconsfield Rd., London NW10 2LE, or Unilever plc, Unilever Education Liaison, PO Box 68, Unilever House, London EC49 4BQ, or Esso UK plc, Corporate Affairs Dept, Victoria St, London SW1E 5JW.

In America, the economics education movement is funded by government, business, and, to a very minor extent, by trade unions. In many states, the teaching of "free enterprise economics" is mandatory, and this has led some critics to talk about "economic miseducation". Until recently, economics education in the UK has been financed internally or by charitable institutions, but the growth of sponsorship by governmental and business agencies is welcome, providing strings are not attached.

The multinationals and DTI, who financed this series of ten videos, exerted no editorial control. However, just as the Press rarely features articles baring the advertising industry, so this series similarly fails to provide a critique of the capitalist system. It is illuminating to spot the elision of economics and business education in recent pronouncements, as if they were virtually synonymous. For example, David Trippier, Parliamentary Under-Secretary of State for Industry, in launching this series on June 19, stated that "unless and until young people appreciate the crucial importance of industry (not services) - a fallacy exposed by Adam Smith! - in creating wealth, we cannot expect industry to be valued as highly as it needs to be if it is to attract a higher percentage of our most able young people."

Chasing the Bandwagon
25 minutes on VHS, Beta, U-Matic and 16mm film.
Commissioned by the National Council of YMCAs. Produced by Boulton Hawker Film.
Available from CFC Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN, for hire or purchase.

Researchers have generally given drug education - which aims to prevent youngsters experimenting with drugs - very low marks. Most of the important, costly studies, largely from North America, have shown that for all the good intentions the impact of drug education has been limited, and often counter-productive, actually stimulating interest in banned drugs.

After the 1960s resurgence in drug use a blatant scare approach was adopted. Films like *Better Dead* with gruesome images of hypodermic needles breaking in the vein, interspersed with shots of a drug addict's body cut up in a mortuary, were paraded around schools. They did not work. Children were shocked, but they had assumed that this kind of addiction would not happen to them - they were taking drugs among friends, at parties, and it seemed fun.

Then there evolved a new approach: trying to stimulate youngsters to adopt healthy attitudes to life and to make up their own minds to shun drugs. The

Policing London
VHS
GLC Police Support Unit/Parallax Video.
Free loan from GLC Police Support Unit, County Hall, London SE1 7PB.

Look beyond the dreadful acting, the hampered writing and cack-handed production of this thirty minute video, to what the GLC are trying to achieve with it and it becomes clear that their aim is fairly reasonable, if a little optimistic. What's being demanded is accountability. The Metropolitan Police Force, unlike any other in the country, answers direct to the Home Office. There is no form of local authority police committee.



Economics with strings?

by David Whitehead

Such contentious remarks are mingled with more acceptable points on the "universal recovery to have a basic understanding of the economy and how it works". But the implication that economics will redeem young people from their alleged anti-industry sentiment persists, and Mr Trippier repeated his Department's wish that every secondary school in the country should develop a mini-enterprise by the end of 1986, so that all pupils experience the thrills and spills of entrepreneurship. Nevertheless, the

Minister was careful to point out that he advocated a balanced, neutral economics education, presented through active involvement, so that young people can go out into the world as confident and informed individuals. In this series of video programmes a useful resource for economics education? Half of the series has been available since 1980, and certainly many schools have already been pleased to use it. The final programmes have just been made available, so it is now possible to buy the complete set (which cost £300,000 per

In search of smack

Paul Flather reviews a video on drug taking

problem is, despite laudable attitudes, we all still take risks - for example we drive fast when we are late, so also kids take drugs.

Then along came Lenny Henry, alias Delbert Wilkins, sent out by the National Council of YMCAs as its "special undercover assignment agent" to sniff out the smack habit on the streets. "Henry uses all the tricks of the investigative reporter to reveal the dangers of 'smack' - mustard powder. The English is really strong, but there is a lot of French about too. Henry brings all his outstanding skills as a top comedian, aided by Helen Atkinson-Wood, to produce a funny video about the problems of drug abuse (yes, really!). The hope is that kids will immediately associate with Henry, certainly one of today's youth culture, anti-establishment figures. They will watch the video, enjoy the allegory, yet see the real danger of 'smack'."

Well, does it work? One 15-year-old I watched the video with said it had made him think, though he also said he knew most of the messages already. Certainly he did prefer watching Lenny Henry than, say a headteacher, a

policeman, or any other kind of authority figure. And he did spot the obvious allegory, and grins at the punch-line.

The punch-line is effective. Henry's investigations took him to meet an old friend hooked on mustard, at one point seen covered in yellow, eating, sniffing, drinking, smearing the stuff everywhere. The video also contains a free and frank 10-minute discussion with youngsters about drugs and the film. Henry explains how he avoided drugs. He wanted to make people laugh; he did not want "a cheap high - the easy option".

The video is certainly streets ahead of films like *Better Dead*. It is a brave, imaginative, effort, probably as good as anything else around but apart from Henry I'm afraid I also remembered some of the discussion, statements like: "You have to try to find out," and "There is nothing else to do." Perhaps as the researchers suggest we should simply not expect too much from drug education. Real solutions will have to come by providing youngsters with positive goals and job opportunities.

Police methods

by Nick Baker

and a biased attitude to the policing of industrial disputes. The source of these grievances appears to be the 1984 report made by the Policy Studies Institute commissioned by the Met, which criticised London police on a number of counts. The story is of a number of officers, by David Yip, who elbows his uncritical article on new policing methods and decides to go out and see for himself.

Accompanying a pair of officers in a car, he sees how they treat white drivers more favourably than black ones. These officers say things like "It's boring... you look for something to put a bit of interest in your

routine" and, of the black driver, "he looked the criminal type to me - most niggers are black."

Occasionally, we meet "real" people - the chairman of a tenants' association, a worker from the Tower Hamlets Police Monitoring Group, and finally Paul Boulton, who leads the GLC's campaign for accountability. The idea, one imagines, is to give the viewer the impression that "it's all true". The trouble is that the "documentary" footage doesn't fit in with the "dramatic" scenes at all. Yip's journalism, for example, is totally unconvincing - the fault of the writing

hour to produce), at a highly subsidized price.

Curiously, the series is aimed at 10 to 14-year-olds, who at present have almost no economics in their curriculum. Only about one-fifth of 14 to 16-year-olds receive any form of economics education, and material geared to the needs and tastes of this age range might have been preferable. Moreover, the producers seem to be totally unaware of video developments elsewhere, such as the tremendous *Trade-offs* and *Give and Take* series produced in North America, or indeed of earlier work in the UK, such as Hazel Sumner's pioneering work in economics education for this age range for the Schools Council Place, Time and Society Project.

Instead, Video Arts decided to opt for very expensive cartoon sequences interspersed with documentary passages. In the first programme (reviewed in TES 25.7.80) we see how a primitive community develops from the barest subsistence level to a more secure, healthy and comfortable way of life by the discovery and application of the principles of division of labour, mechanization, investment, etc. In the second half of the series, the community allocates the surplus it has created, by the use of markets, money and the price mechanism. The final programme, on *The Mixed Economy*, provides a fascinating pedagogical contrast with the final programme of the TV series *A Question of Economics* on the pros and cons of the market vis-à-vis state intervention. Video Arts' judicious treatment of this controversial theme points up many topics for class discussion, compared with the stilted and unbalanced presentation of the C4 programme.

Lack of space precludes a detailed critique of the many assumptions built into the series, for example about the origins of development, sex-role stereotyping, the language level of the target audience, the "Wertfreiheit" of price equilibrium, etc, but I would recommend using the videos for deepening all pupils' critical economic awareness.

Discipline and disruption

Andy Hargreaves on one of the most difficult aspects of teaching

In The Heat of the Moment
VHS video
Devised and edited by D Amphlett, J Davies and D Jones
Oxford Polytechnic Press
£45 plus VAT

For intending and experienced secondary school teachers alike, one of the most important and difficult parts of their work is maintaining classroom discipline and dealing with disruptive pupils. A major irony of the teaching profession is that every year, while large batches of student teachers are lectured to and asked to write at length about the subject, their experienced future colleagues will do almost anything to avoid serious discussion of discipline questions among themselves, lest it reflect badly on their own competence.

Discipline and disruption, it seems to me, is far too important an issue to be left entirely to the jumble of teacher training lectures or the jungle of teaching practice. The real challenge is that it be made a central ingredient of school-based inservice work too, not least so that new entrants to teaching will no longer have to face their inevitable discipline problems in anxious isolation, but in a context of open awareness and support where it is agreed and accepted that everyone has discipline problems in some measure.

But how is this inservice challenge to be met? Computers, curriculum packages and the like can easily be transported into the staffroom as a focus for school-based curriculum development; but disruptive pupils clearly cannot. One way of opening up this controversial area to staff discussion in a relatively non-threatening way is through the use of life-like video material - and this is what *In The Heat of the Moment* is designed to do. Lasting a little over an hour in total, the video, accompanied by transcript and discussion material, is divided into three modules.

In the first module, five teachers, each adopting a different style, deal in turn with a pupil apparently "dossing" on the school corridor. Contrary to popular belief, the self-possessed macho men, staff, overbearing in both tone and posture, come off very badly here - the pupil visibly bristling, becoming yet more sullen and insolent as the confrontation rapidly escalates. Most effective is the teacher with a less ostentatious form of authority who stands back, waits, has the inner strength to endure long silences and lets (indeed, by his waiting, actually insists that) the pupil speak. This outcome of the "effective disciplinarian" will not be obvious or predictable even to many experienced teachers.

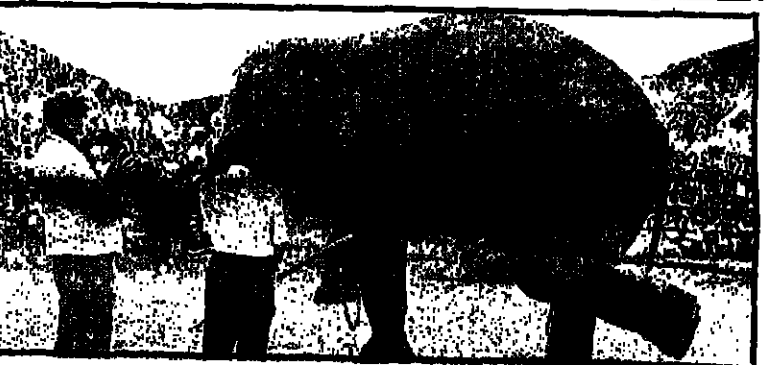
Module 2 - "There's no back up" - illustrates clearly how minor classroom discipline problems, if given unwarranted significance by their teacher, can become blown up out of all proportion as the offending pupil is referred over higher through the pastoral chain of command - creating a monumental waste of staff (and pupil) time and effort in the process. Finally, Module 3 shows a staff case conference concerning a pupil with special educational needs who examines the arguments for integration and segregation respectively.

Technically, there are some problems of presentation with the video - the role play is sometimes a little wooden, some scenes would have benefited from rather more judicious editing, and a certain confusion is created by the same teachers playing sometimes similar and sometimes different roles in different modules. Despite these weaknesses, though, the material is still sufficiently "real", relevant and controversial to generate valuable staff discussion. There will be few who will not see it somewhere, a mirror for themselves.



Prisons and peep shows?

In Zoo Month Nick Baker discusses their role



picture? The answer is that the beaver, and the other animals like him are in a sense subsidizing the conservation of other, rarer species, like Przewalski's horses. Natives of Mongolia, their numbers virtually dwindled to single figures. Their genetics have been studied, and they are almost at the stage where they can be released back into the wild. Unfortunately, Przewalski's horses aren't particularly attractive. They may not be crowd pleasers, but their survival is important.

The red squirrel may be a better example. Technically, they're not threatened, although the sight of one in or near urban areas is a rarity. Here, the Zoo combines its conservation and educational roles. It's not true that all the red squirrels were the victims of a massacre by marauding grey squirrels.

However, according to Jonathan Griffin, the prospects of "liberating" endangered animals and putting them all back in the wild is becoming a sentimental myth. For many of the species, there isn't enough wild space left to accommodate them. In other words, the only prospect people are

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notes

ACTIVITY TOYS
Bradford Activity Toys is a new company which has been formed especially to produce and market the Leeds Activity Toy Project toys. It has the support of Bradford Voluntary Action

Group for Disabled People and the Bradford Metropolitan Council. The toys are marketed on a non-profit making basis.

Further information and a catalogue from Bradford Activity Toys, 103 Dockfield Road, Shipley, West Yorkshire, BD17 7AR.

MEDIA

CONTINUING EDUCATION

Human Jigsaw
Granada
Network transmission from 15 July
Six programmes

There's nowt so queer as folk, reflects the casual thinker on human nature. It is the genius of the *Human Jigsaw* team to apply this truism to the film archives of the *Disappearing World* series and turn it on its head with the aid of Ray Gosling's brilliant line in cosy satire. How weird of the Azande to think that all ills are caused by magic and witchcraft, even unknown to the witch: but here is the Sorcerer's Apprentice mail order business in Leeds employing six people to send eye of frog and toe of newt to 20,000 satisfied clients including "members of the judiciary".

The Shilling of the Sudan enact a mock battle to end again the division of their nation in the election of one chief. See them hurling maize stalks instead of spears. Now Gosling plunges into an English wood where young exorcists are whiling away a Saturday morning by firing dye-bullets at each other in the pursuit of the pricey game of Ultimate Challenge (RT). Is it a mad world, my master?

Taking six broad topics—aggression, eating, magic, marriage, old age and cultural norms (rules)—this new series of *Human Jigsaw* poses thought-provoking issues in an entertaining way. It would be an ideal introduction to anthropology or sociology for sixth-form or adult education. A booklet and bibliography are available on request and videos of the *Disappearing World* series, for deeper study, are available from Granada Television International Ltd, 30 Golden Square, London W1R 4AH.

Like a friendly elf, Gosling peers inquisitively and sympathetically into everyone's business. Here are the yokels playing "Haxey Hood". Villages on Humberside once a year push



Human conditions

Victoria Neumark on an introduction to anthropology or sociology

and shove this piece of headgear around till the winners wrest it to their own pub. Does it rouse or release aggression. This year "someone spoiled it". The hood was nicked in a leak field, and "let's just put it this way" grinned a local tough "I hope they like hospital food". One up from the "no fighting, let the gun do the work" attitude of the Ultimate Challenge, the lads of the Territorial Army prepared for all eventualities, including the seige of a house held by terrorists, "in aid of the civilian power-ers". "It's not violent, it's brilliant", volunteered a private.

"Man is a Dining Animal" said Mrs Beeton. Down in the Amazon, food,

gathering, hunting, preparation and communal eating, dominated the day. There they swung, happy and full in their hammocks. Back in London, the marketing manager of Wimpy explained how, no, his food was not fresh, but it had "value added to it". (Could he be a cupboard Marxist?) An old couple in Harry Ramsden's famous fish-and-chip shop shuddered at the thought of "foreign food". Jews shuddered at the thought of pork and shellfish. A great chief prepared an exquisite meal for food critics and the Jewish mother remarked that if you have to think before you eat, it raises you above the level of the animals. In the third programme, Do You

Believe in Magic? the prosperous owner of the Sorcerer's Apprentice explained solemnly how "Paganism is to the fore these days because New Age people find it all they need for a philosophy of life." Meanwhile back in Milton Keynes, Merlin and Morgana were holding a meeting of their coven (white witches only) in their living room.

If the confidence of the fortune-tellers was no match for the faith of the Azande in the oracles of turnip, rubbing-board and poisoned chicken yet don't we all. Gosling suggested have some belief that we can change material circumstances through acts of will? Now switch on...

briefings

radio & tv

Continuing Education and General Interest

EVER THOUGHT OF SPORT?

(Saturday, 13.30 C4)

Aims to encourage young people, especially those out of work, to take up a variety of accessible and inexpensive adventure sports. Here first-time climbers are seen in Sunderland, Coventry, Sheffield and London.

WORKING FOR A BETTER LIFE

(Sunday, 11.30 ITV)

The last in this series examining different ways of organizing our working lives looks at the importance of creating the right climate for a world that works. Includes a discussion with Edward Heath on the distribution of wealth.

VICTORIAN VALUES

(Sunday, 16.00 VHF4)

This series continues to explore the Victorian era, using extracts from contemporary diaries and archive material. Notes the social and moral achievements but reflects on the conditions and working lives of ordinary people.

THE PRESS GANG

(Monday, 18.30 C4)

The first of four programmes looking at a typical local newspaper. How have the staff reacted at "The Hastings Observer" to the changes in management and technology?

A VOICE IN THE DARKNESS

(Monday, 21.00 C4)

Christobel Bielenberg discusses with Peter Wilkams her life in Nazi Germany during the war, after her marriage to a young German law student.

THE PEOPLE'S SCHOOLS

(Thursday, 19.15 BBC2)

This investigation of state education gives the background to the 1944 Education Act and goes on to show how the grammar/secondary school arrangement gradually gave way to comprehensive education.

PROGRAMMES FOR AUGUST

REGIONAL ARTS

(Saturday, 3 Aug. 15.00 VHF4)

What is happening to the arts around Britain today? Derek Parker, Chairman of the Society of Authors discusses the effect the Art Council's policy of devolution has had on regional arts associations.

THE BLACK AND WHITE MEDIA SHOW

(Monday, 5 Aug. 21.25 BBC1)

"Why should white people be interested in what is happening to black people?" Gus Horsepool, a rock musician, challenges the media to put its house in order and stop perpetuating white prejudices about black people. Michael Grade discusses the media's responsibility to serve a multi-cultural society in Britain today.

WRITE NOW

(Sunday, 18 Aug. 18.20 BBC1)

Practical advice on all kinds of letter writing from love letters to bread and butter pleas to the bank.

Nature in Focus

Channel 4, Saturday, 1.00pm.

This series is a peak on the plateau of natural history broadcasting, creating genuinely stirring new excitement in a well-worn genre. Subtle and sensitive, it reaches a new plateau. Drama and natural history may not sound like a winning combination, but actors, advisers and the production team have pulled it together to make it one.

The keynote of *Nature in Focus* is its directness and impromptu character, and it has the special dynamic of unscripted drama. It must have required meticulous work behind the scenes to make things happen so naturally and interestingly on the screen. Alison Steadman and her son-for-the-series, Demetri Jagger, create an atmosphere of pleasantness and affection, in which they pursue their joint fascination for small creatures, such as ants and diving beetles and spiders. Ms Steadman brings charm and humour to what could easily have been an arid role and Demetri Jagger develops a gift not only for infinitely plausible questioning, but for droll one-line comments.

No wonder these two attract other children to join them in their unusual arthropod forays. They will doubtless draw many other parents and child viewers equally enthusiastically on the trail, and for once one need not fear for the safety of the creatures under scrutiny. This information-packed entertainment commendably exemplifies a method of study which emphasizes observation and the care and well-being of any animals collected. If they are caught, they are brought home to comfortable quarters for a brief stay only and then returned to the place they were found.

We watch the children in the series, learning to use a field guide, finding out the correct food and care for each of their charges. They make a formicarium, furnish an aquarium, discover



Peak on the plateau

Francesca Greenoak on 'Nature in Focus'

how to watch living creatures under a microscope.

One objection to microphotography in education films is that it sets up false expectations, and children viewing think they will be able to see things for

themselves in the same kind of detail. This series not only distinguishes between the micro and the macro-world but brings the microscope into the plot.

Furthermore, the filmmakers and Channel 4 have between them organized "Nature in Focus Kit", a very good bargain box assembled by one of the foremost firms for scientific instruments, Watkins and Doncaster. It contains many useful items, including an Offord microscope (like the one used in the series - and in many schools), a pooter for collecting small insects safely, slides and collecting dishes. There is also a book which reinforces and extends ideas introduced in the programmes.

In concept, presentation and execution, *Nature in Focus* is streets ahead of most natural history broadcasting, for adults as well as children.

Effective propaganda

by Robin Buss

Giro - Is this the modern world?

C4

July 14, 8.15-9.15pm.

The presenters of *Giro* can be allowed a few preconceptions ("You probably think another programme about unemployment is going to be really boring") since, being young and unemployed, they are the victims of quite a few themselves. "It's ludicrous to have people in council houses with Rolls Royces parked outside," said Bob Beckman, who reckons anyone can make a million before the age of 24. On the other hand, but ideologically on the same side, is Professor Patrick Minford, one of the sages of Monetarism, who would like us to accept lower wages (and goes all coy when admitting that he has met Margaret Thatcher).

Don't ask me to decide whether this implies a nation of underpaid workers or one of self-made millionaires: or to adjudicate between conventional Tory wisdom and the *Giro* appeal for a basic income for everyone, jobs worth doing, proper training and rubbish jobs left to robots. The important thing about *Giro* was not its answers, but the way it took to reach them.

"He's tied up! Who tied him up?" The funnies were not always very funny, though the hints for survival on the dole by ironing used teabags and making two sheets of toilet paper out of one - done in *Look at Life* documentary style with appropriate music and commentary - hit the centre of an admittedly easy target. The investigation of differing views on their plight was undertaken by this group of young Midlandsers in a spirit of wide-eyed naivety, and it worked, showing up insincerity and evasion and proving that irony can be a more effective weapon than anger. When an inter-viewer living on £22.45 a week asks "how much do you earn?" there is no honorable escape. Ken Livingstone scored points just by answering the question.

An effective piece of propaganda is not necessarily one that convinces the opposition, but one that asserts the validity of a point of view. In *Giro*, this was conveyed as much by the music, camerawork, graphics and editing as by the commentary. The mock innocence, in fact, concealed much art.

PHOTO REPORT

MUSIC FOR YOUTH



The Birmingham Suzuki Group



The Bolsover School Steel Band, Chesterfield



The Brass Ensemble, Barnsley



Lydgate Middle School, Sheffield



Jenny's Accordionists, Sheffield

The 1985 National Festival of Music for Youth took place last weekend at the South Bank concert halls. The festival is sponsored by the Association of Music Industries, Commercial Union Assurance, The Rank Organisation and *The Times Educational Supplement*. Photographs by Janine Wiedel. Review on page 24.

4 Titles Available For Recording From Sunday 21st July 1988.

Approximate Transmission Times

Sunday 21st July 5.00pm Back To The Room: Repairing the Personalities - Repeat For Code B	Sunday 27th July 1.00pm Nature in Focus For Code B
Monday 22nd July 4.00pm When Time Is In Awe: Challenging the Times - Repeat For Code B	Monday 28th July 1.30pm From The Heart of Space: Wandering - Repeat For Code B
Tuesday 23rd July 5.30pm Anything We Can Do: Series 1: Confidence - Repeat For Code B	Tuesday 29th July 9.15pm Fathers By Sea For Code C
Wednesday 24th July 6.00pm When Time Is In Awe: Challenging the Times - Repeat For Code B	For more information contact: GUILD LICENSING 6 Roper Road, Peterborough PE1 5YB (0733) 318318 Late Changes (0733) 912102

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2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 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vacancy

CLOSING DATE 31st JULY 1985

These permanent posts are available from September:
LECTURER 1 IN CHILD DEVELOPMENT
Post Ref: TC0124

Within the Department of Social & Caring Studies You should be a qualified and experienced nursery/first school teacher with expertise in group work and interpersonal skill development. Experience in at least one of the following is desirable:-

- musical development of 0-7 year olds
- work with families in inner city areas
- social studies/social policy
- work with 16-19 year olds and mature students

LECTURER 1 - SOUTH BRADFORD WORK PRACTICE UNIT
Post Ref: CL0002

This is a new and innovative development within the College. You should have the experience and enthusiasm to work with a wide range of mixed ability youngsters of secondary school age, including those from disadvantaged and multi-cultural backgrounds, together with the energy, adaptability and good communication skills necessary to work in this environment.

You will preferably have knowledge of office management systems and information technology and be able to apply your knowledge to a wide range of learning situations and in particular to the specific problems and curricula developments of the Unit.

SALARY: £5910 - £10512 (under review)

For further details and an application form please contact:
Mr. A. W. Hodgson, Staffing Officer
Bradford & Ilkley Community College
Great Horton Road, Bradford, BD7 1AY

WE ARE AN EQUAL OPPORTUNITIES EMPLOYER.



Bradford & Ilkley
COMMUNITY COLLEGE

THE SUFFOLK COLLEGE
of Higher and Further Education

Required for 1st September 1985 or as soon as possible thereafter
LECTURER GRADE 2 IN YTS DEVELOPMENT
(Post No. 4.70)

Suitable academic and industrial/commercial experience essential, together with an understanding of, and a commitment to, the YTS philosophy.
Applicants are invited to submit fully qualified and experienced persons to teach Furniture and associated subjects up to Advanced Craft and Diploma level. Ability to teach other subjects would be an advantage. The person appointed will undertake some considerable responsibility and development work.

LECTURER GRADE 2 IN CHEMISTRY
(Post No. 4.70)

Applicants are expected to hold graduate qualifications and be able to provide a specialist contribution to the work in physical chemistry and instrumental analysis.

LECTURER GRADE 1 IN ELECTRONIC ENGINEERING
(Post No. 5.187)

Applicants are expected to hold degree, or equivalent, qualifications and have an up to date knowledge of subjects in the areas of electronics, microprocessors and telecommunications.

LECTURER GRADE 1 IN GENERAL ART & DESIGN
(Post No. 5.111)

To teach on the BTEC General Art and Design National Diploma course.

Salary Scale: Lecturer Grade 1 £5,910-£10,512

Further details and application forms can be obtained from the Principal, Suffolk College, Rye Walk, Ipswich, IP4 1LT, to whom completed forms should be returned within fourteen days of this advertisement. Please send large size and quote post number.

(19024)

Suffolk County Council

Cheshire Education Committee

North Cheshire College
Department of Business, Management and Trade
Union Studies

Available from 1st September 1985

**LECTURER II
COMPUTER STUDIES**

(Business Applications)

Further details and application forms are available from: (SAE please)

Administrative Officer - Personnel

North Cheshire College

Pedgiate Campus

Farnhead

Warrington

WA2 0DS

To whom applications should be returned not later than Friday, 16 August 1985. Interview week commencing 26 August.

(19009)

**PREPARATORY
SCHOOLS**
continued**English****Other Assistants****DORSET**

Enthusiastic qualified English teacher required part-time in full-time Preparatory School. Ability to coach soccer/rugby/cricket an advantage. Possibility of a full-time post for suitable applicant. Salary Scale/Government Superannuation.

Apply giving the names of two referees to the Principal, Castle Court, The Knoll, House, Corfe Mullen, Wimborne, Dorset, BH21 3JL. (0206) 694458. 202424 (11899)

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COLLEGES OF FURTHER EDUCATION

(continued)

OXFORDSHIRE COUNTY COUNCIL

NORTH OXFORDSHIRE TECHNICAL COLLEGE AND SCHOOL OF ART
Borough Road, Banbury

Required from 1st September 1985, or as soon as possible thereafter.

POST 1. LECTURER I in Business Studies to teach within a range of courses which include C.P.V.E. (N.C.E.C. National Awards), 'O' and 'A' level, Secretarial and Management Courses and should be able to offer a range of subjects which include Accounting, Economics and other business related subjects.

POST 2. LECTURER I in Business Studies (Temporary) for one year due to secondment) to teach Economics or other business related subjects as required. (Re-advertisement - previous applicants will be considered).

POST 3. LECTURER I in Business Studies to teach students to BTEC National Diploma, Secretarial and VTS students. The ability to offer a range of business related subjects would be an advantage.

Applicants should have a professional qualification and/or a degree or HND/C in Business Studies and preferably a teaching experience.

Further details and application forms from the Principal (SAE please) to be returned within 14 days of the appearance of this advertisement.

(08255) 220056

London Borough of RICHMOND UPON THAMES.

(An equal opportunity employer) (08255) 220056

SURREY EDUCATION COMMITTEE

SURREY COLLEGE OF TECHNOLOGY
Heath Road, Weybridge.

Surrey DEPARTMENT OF ENGLISH AND COMMUNICATIONS STUDIES

PART-TIME LECTURERS - COMMUNICATIONS STUDIES

to teach Communications to craft students/VTS trainees. Some 'O' Level level also.

Forms and further details from Department of English and Communication Studies (1500)

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

RICHMOND UPON THAMES

SCHOOL OF ARTS

LECTURER in PHOTOGRAPHY (One Year Appointment)

(One Full-Time or Two Half-Time posts)

We are seeking to appoint for one year, one of two experienced and well qualified practitioners to join our staff team currently teaching photography. The photography section offers a range of part-time A-level and 'O' and 'A' level courses. In addition, it provides a substantial input to full-time BTEC schemes in Graphic Publicity, General Art and Design and Graphic Techniques.

The successful candidate will have a proven experience in one or more of the following areas: Industrial and Commercial Photography, Video, Audio-Visual, and should be able to offer a range of subjects which include Accounting, Economics and other business related subjects.

Applicants should have a professional qualification and/or a degree or HND/C in Business Studies and preferably a teaching experience.

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SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

SANDWELL

WARRLEY COLLEGE OF TECHNOLOGY

Principal: R.A.W. London, B.Sc. Ph.D., C.Eng., F.R.S.

Applications are invited from suitably qualified and experienced persons for the following TEMPORARY ONE-YEAR FULL-TIME POST to commence on 1st September 1985:

TEMPORARY LECTURER GRADE I IN FRENCH

185/G2

Ability to offer another language essential. Teaching experience in industry an advantage.

SANDWELL COUNCIL is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people.

Application forms and further details from the Principal, Warrley College of Technology, Warrley Lane, Sandwell, Warrley, West Midlands B66 8BU. Tel: 021-558 4121, Ext. 396.

Forms are to be returned so that they arrive no later than 31st July 1985 (11884)

SHROPSHIRE EDUCATION COMMITTEE

EQUAL OPPORTUNITY EMPLOYER

SHREWSBURY COLLEGE OF ARTS AND TECHNOLOGY

London Road, Shrewsbury

Tel: (0743) 51544

LECTURER IN ART

Required for 1 September 1985. Applications are invited from suitably qualified and experienced persons for the equivalent in Art and Design to be responsible for the Art and Design section.

Further particulars and application forms obtainable from the Principal to whom they should be returned as soon as possible. (11885) 220056

London Borough of RICHMOND UPON THAMES.

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Forms and further details from Department of English and Communication Studies (1500)

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Heath Road, Weybridge.

Surrey DEPARTMENT OF ENGLISH AND COMMUNICATIONS STUDIES

PART-TIME LECTURERS - COMMUNICATIONS STUDIES

to teach Communications to craft students/VTS trainees. Some 'O' Level level also.

Forms and further details from Department of English and Communication Studies (1500)

Further details and application forms from the Principal (SAE please) to be returned within 14 days of the appearance of this advertisement.

(08255) 220056

London Borough of RICHMOND UPON THAMES.

(An equal opportunity employer) (08255) 220056

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London Borough of RICHMOND UPON THAMES.

THE ENGLISH SCHOOL Bogotá, Colombia

This bilingual, international school of 750 pupils whose senior students follow the I.B. Diploma programme, requires for September 1985:

1. Head of Maths Department
2. Chemistry Teacher
3. Maths Teacher
4. Primary Teacher.

Ability to teach to Higher Level I.B. is a requisite for these three positions.

Two year contracts. Return air fares. Baggage allowance. Competitive salary scale. Interviews in England.

Apply in writing with full C.V., names of two referees and recent photo to: The Headmaster, The English School, Apartado Aéreo 51284, Bogotá, Colombia, D.E.

(18887)

UNIVERSITY OF REGINA Invites applications for DEAN OF SOCIAL WORK

The Dean administers the faculty of social work which includes the School of Human Services, the School of Social Work and the Master of Social Work. The social work program emphasizes a generalist practice model. The human services program is a multidisciplinary approach to justice-related issues. Both undergraduate programs are available throughout the province. The MSW program emphasizes research, policy development and social administration in a broad range of social work roles and services. Social work and human justice each house research units.

Appointment: July 1, 1986, or earlier if selected candidate is available for an initial five year period.

- Qualifications: The candidate should,
- Qualify as full professor.
 - Have demonstrated professional and scholarly competence, a commitment to improving provincial, national and international human services and to teaching, research and interdisciplinary studies.
 - Have a commitment to access to professional education, to adult learning approaches, and to fostering collaboration between social work and human justice.
 - Have capacity to promote financial support for research.

Application deadline: Nominations or applications, accompanied by a resume. Will be received until October 31st 1985, and should be directed to:

Office of the Vice-President
University of Regina
Regina, Saskatchewan S4S 0A2
First consideration will be given to those who at the time of application are legally eligible to work in Canada.

(19093)

MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY

Vacancies for January 1986 West Germany, Hong Kong, and Cyprus

Applications are invited for the following posts which will be vacant for January 1986. Service Children's Schools are designed to match the best of LEA provision in this country. Teachers must be fully qualified and have completed at least two years well attested experience in the UK.

Middle and Secondary Appointments

S1. Geography - Head of Department

Kings School Gutersloh, W Germany.
An experienced and committed teacher is required to lead the Geography department. As well as having the ability to successfully manage a department, candidates must be able to offer Geography at all levels up to GCE 'A' level and must have successful experience of teaching the subject in a Comprehensive School. The Geography department operates within a thriving Humanities faculty and the postholder is expected to be committed to the integrated schemes in the Lower School.

S2. Art - Head of Department - Scale 3

Kings School Gutersloh, W Germany.
Applications are invited for the above post from experienced specialist teachers of Art and Design. Candidates should have a wide experience in two and three-dimensional aspects of teaching Art in such areas as drawing, painting, graphics, printing, collage, sculpture, ceramics etc. A particular interest and expertise in either printing techniques or pottery would be considered a distinct advantage.

S3. Business Studies - Head of Department - Scale 3

Kings School Gutersloh, W Germany.
A suitably qualified and experienced teacher is required to manage a department which offers a full range of subjects including Accounts, Business Studies, Commerce, Office Practice, Typing - Including Audio-Typing, and Word Processing (theory and practice). He/she should have successful experience of teaching these subjects in a Comprehensive School. Experience of teaching Pitman's, RSA and City & Guilds syllabuses, as well as those for CSE and GCE, will be required.

S4. Youth Tutor - Scale 3

Cornwall School Dortmund, W Germany.
Teachers with experience and training in Youth work are invited to apply for this post. Close liaison with the pastoral staff to continue and develop social education and guidance to pupils would be expected and a specific responsibility would be organising of a programme of lunchtime and after school activities. It will also be the Youth Tutor's responsibility to develop the Social, educational and leisure interest of young people in the catchment area of the school.

S5. 21/c Science Faculty/Head of Biological Sciences - Scale 2

Gloucester School Hohn, W Germany.
A lively and enthusiastic teacher is required to take over this post in a forward thinking and hard working faculty. The teaching duties will involve general science to mixed ability groups in years one and two; biology as part of a science course in year three; and biology to CSE and 'O' level in years four and five. There will also be an involvement with the science aspect of 8th Form CPVE courses.

S6. 21/c Geography - Scale 1

Kent School Hostert, W Germany.
A Geography specialist, with good teaching experience to 'A' level is required to act as second-in-charge of a large Geography Department. Geography is a popular subject at CSE 'O' and 'A' level and there is also scope for initiative and interest in CEE and CPVE courses in Year 6.

S7. Physics - Scale 1

Queens School Rheindahlen, W Germany.
A suitably qualified teacher is required to teach Physics throughout the School to CSE, 'O' and 'A' level. He/she would also be expected to teach combined Science in the years before separate subjects are identified. An ability to teach Technology and/or Electronics and some knowledge of computers in Science would be advantageous.

S8. Chemistry - Scale 1

Kent School Hostert, W Germany.
An appropriately qualified teacher is required to teach Chemistry to 'A' level. He/she must be both willing and able to contribute to Integrated Science courses in Year 1-3.

S9. Art/Pottery and General Subjects - Scale 1

John Buchan Middle School Sennelager, W Germany.
A middle school teacher, who may have had previous secondary or primary experience is needed to teach a range of subjects such as Humanities and/or Maths and/or English. Experience in children's Art in the middle years is an essential requirement as well as a desire to work with colleagues to develop this aspect of the curriculum; the ability to offer pottery is an advantage.

S10. Art - Scale 1

Kings School Gutersloh, W Germany.
A well-qualified and experienced teacher is required to teach general Art to all abilities and age ranges. A particular interest in printing/textiles will be considered a distinct advantage.

S11. Drama - Scale 1

St George's School Kowloon, Hong Kong.
A specialist Drama teacher is required to teach educational drama to all pupils in years one to three. Ability to teach Girls PE and Games will also be an advantage.

S12. Music and General Subjects - Scale 1

King Richard School, Dhekelia, Cyprus.
An enthusiastic and energetic teacher is required to establish Music within the curriculum. There will be some opportunity to teach up to 'O' level standard. The timetable will consist of half Music and half - Maths/Science, although other subject areas will be considered. Ability to play the piano is essential. A willingness to expand extra curricular Music is also desirable.

Primary Vacancies

Special Needs Teacher (Scale 2 plus sup) - Hong Kong

A well qualified teacher is required to take charge of the Learning Development Centre, a special unit sponsored by the School Psychological Service in Hong Kong. Several years experience in normal primary and special education is essential, as is a specialist

SEN qualification. As well as children with learning and emotional difficulties, the unit caters for children with severe physical handicaps. The teacher appointed must be capable of advising and working closely with colleagues in the primary schools. He or she must be able to work without close supervision and have an individual prescriptive approach. An adaptable person with a real enthusiasm for living in Hong Kong is required.

Head of Infants (Scale 2)

Alexandra School, Dortmund, West Germany.
An experienced teacher is required with wide knowledge throughout the infant range, preferably having already held a post of responsibility in an infant department. The successful candidate must be able to provide leadership in methods, curriculum and organisation for approximately 100 children and 4 staff; also to promote INSET, liaise with playgroups and junior colleagues, and offer expertise in a significant curriculum area throughout the school.

Art and Craft Teacher (Scale 2)

Getow First School, Berlin
A teacher is required to take responsibility for a class of reception/primary infants, and to maintain the school's guidelines in Art, Craft, Display and Topic Work, as well as advising staff. The successful candidate will also liaise with the Language Postholder on the production of a school magazine. The post may offer prospects of additional administrative opportunities to a suitable candidate in due course.

Mathematics Advisor (Scale 2)

Griffon School, Wildenrath, West Germany.
An experienced and enthusiastic teacher is required to take responsibility for the development of Maths/Computer Studies in this Group 4 primary school. Duties will include monitoring effectiveness of the Maths scheme, organization of equipment and INSET, and class responsibility for middle juniors.

Humanities Adviser (Scale 2)

John Mogg School, Detmold, West Germany.
An experienced teacher is required to continue the development of curriculum policy for Social Studies and Moral Education. There will be a class commitment for a top infant or lower junior class. Experience in music would be an advantage.

Other Primary Posts (Scale One and Above)

There will be a requirement for a number of well qualified infant and junior teachers at Scale One. Vacancies will occur mainly in West Germany, but a few posts may arise in Hong Kong, Cyprus and Gibraltar. Additional posts of responsibility are also likely to arise. Teachers may therefore submit applications for specific posts alone, or general applications, or both.

CONDITIONS OF SERVICE

Salary is in accordance with the current Burnham scales plus a London Allowance of £1,038 p.a. Superannuation - normal rights are safeguarded. Foreign Service Allowance - a tax free allowance is payable. Accommodation - is provided rent free. Duration of Engagement - initial engagement is for three years. Teachers do not serve in Service Children's Schools abroad after the age of 50 and therefore applicants should be under 47 years at the commencement of the engagement. All applicants should be resident in the United Kingdom. The closing date for receipt of applications for guaranteed consideration is Friday 2 August 1985. Interviews will be held in London during September 1985. Requests for application forms should be made on a postcard quoting the appropriate reference to:

Service Children's Education Authority
MOD/581
Teacher Appointments Section
HQ DAED Court Road, Eitham,
London SE9 8NR.
The Civil Service is an equal opportunity employer.



OVERSEAS POSTS

continued

CHRISTIAN TEACHERS

Especially of R.E., Maths, Science and English required for Secondary Schools in Africa. Volunteer terms - two year contracts. Insurance and pension contributions paid. Home with Accommodation. Apply to: VOLUNTEER MISSIONARY MOVEMENT, Shen-lun, London Colney, Herts AL9 1AR. (as a.s. appreciated). (45819) 46000

CAMBRIDGE ENGLISH SCHOOLS PROJECT JAPAN

International Language Centres, on behalf of Suntory Cambridge English Schools Limited and in association with The British Council, are recruiting a Director of Studies for a two year contract in their school in Shinjuku (Tokyo).

The Director of Studies will be responsible to the Principal for the day-to-day academic operation of the school. He will be responsible for the supervision of and reporting on the work of teaching staff and the English language teaching standards of the school.

Candidates must have an MA or MSc in TEFL or Applied Linguistics and 10 years' TEFL experience, mainly overseas, including some at the same level in a similar operation. A PGCE in TEFL or an RSA Diploma in TEFL would be desirable.

A salary of ¥4,000,000 per month, plus an annual bonus of ¥800,000 is offered. Benefits include return airfare for appointee and family at beginning and end of contract, medical cover, a rent allowance of ¥120,000 per month, a generous baggage allowance and six weeks leave per annum.

For an application form and further details, please contact: Personnel Department, International Language Centres, 9 Cavendish Square, London W1M 8DD. Tel: 01-630 4381.

Re-advertisement: Previous applicants need not re-apply. (17858)

EGYPT

Large company in N. Finland requires English teacher for 5 months from 1st Sept. T.E.F. qualifications and experience desirable. Accommodation provided. Salary approx. £550 per month. Applications with C.V. & photo to: John Skelton, Victoria House, 94-96 Kent St. London E8 3JF. (08551) 46000

FINLAND

Large company in N. Finland requires English teacher for 5 months from 1st Sept. T.E.F. qualifications and experience desirable. Accommodation provided. Salary approx. £550 per month. Applications with C.V. & photo to: John Skelton, Victoria House, 94-96 Kent St. London E8 3JF. (08551) 46000

FRANCE

British School of Paris requires Head for April 1986. Post holder must be a qualified teacher with a first degree in English or other modern language; MA in Applied Linguistics and 3-5 years' TEFL experience at tertiary level. Teacher training experience essential; ESP experience desirable. Salary: local salary approximately Yuan 700 (\$1 - 3.7 Yuan) approximately per month plus annual sterling subsidy of \$5,782. Benefits: free accommodation, airfare, language allowance, installation grant, superannuation contribution. Contract: one year local contract renewable commencing September 1985 guaranteed by the British Council. Closing date: Monday 29 July. References: 85 15 057

GREECE

TEACHERS required for recruitment of English teachers in Greece. Post holder must be a qualified teacher with a first degree in English or other modern language; MA in Applied Linguistics and 3-5 years' TEFL experience at tertiary level. Teacher training experience essential; ESP experience desirable. Salary: local salary approximately Yuan 700 (\$1 - 3.7 Yuan) approximately per month plus annual sterling subsidy of \$5,782. Benefits: free accommodation, airfare, language allowance, installation grant, superannuation contribution. Contract: one year local contract renewable commencing September 1985 guaranteed by the British Council. Closing date: Monday 29 July. References: 85 15 057

INDONESIA

Graduates/qualified EFL teachers (B.A. or B.Sc.) required for the language centre in Medan, Sumatra, Indonesia. Post holder must be a qualified teacher with a first degree in English or other modern language; MA in Applied Linguistics and 3-5 years' TEFL experience at tertiary level. Teacher training experience essential; ESP experience desirable. Salary: local salary approximately Yuan 700 (\$1 - 3.7 Yuan) approximately per month plus annual sterling subsidy of \$5,782. Benefits: free accommodation, airfare, language allowance, installation grant, superannuation contribution. Contract: one year local contract renewable commencing September 1985 guaranteed by the British Council. Closing date: Monday 29 July. References: 85 15 057

ITALY

Graduates/qualified EFL teachers (B.A. or B.Sc.) required for the language centre in Milan, Italy. Post holder must be a qualified teacher with a first degree in English or other modern language; MA in Applied Linguistics and 3-5 years' TEFL experience at tertiary level. Teacher training experience essential; ESP experience desirable. Salary: local salary approximately Yuan 700 (\$1 - 3.7 Yuan) approximately per month plus annual sterling subsidy of \$5,782. Benefits: free accommodation, airfare, language allowance, installation grant, superannuation contribution. Contract: one year local contract renewable commencing September 1985 guaranteed by the British Council. Closing date: Monday 29 July. References: 85 15 057

JAPAN

TEFL POSITION IN JAPAN. Qualified teachers required for English School. Post holder must be a qualified teacher with a first degree in English or other modern language; MA in Applied Linguistics and 3-5 years' TEFL experience at tertiary level. Teacher training experience essential; ESP experience desirable. Salary: local salary approximately Yuan 700 (\$1 - 3.7 Yuan) approximately per month plus annual sterling subsidy of \$5,782. Benefits: free accommodation, airfare, language allowance, installation grant, superannuation contribution. Contract: one year local contract renewable commencing September 1985 guaranteed by the British Council. Closing date: Monday 29 July. References: 85 15 057

MALAWI

Key Post: Teachers, Physics with contract, renewable. (B.T. or B.Sc. in Physics, plus 2 years' experience in teaching Physics at secondary level. Apply to: Director of Education, Ministry of Education, P.O. Box 30, Lilongwe, Malawi. (01554) 46000

MEXICO

THE LANCASTER SCHOOL Mexico City. GEOGRAPHY/COMPUTER. Wanted for September. To teach one or both subjects to GCE A Level.

Two year contract. Return airfare paid. Rent allowance. Housing allowance. Excellent salary. Knowledge of Spanish desirable. Apply Lancaster c/o Robinson, 15 East Sheen Avenue, London SW14. Interviews London July/August. (15417) 46000

MIDDLE EAST TECHNICAL

TEFL POSITION IN JAPAN. Qualified teachers required for English School. Post holder must be a qualified teacher with a first degree in English or other modern language; MA in Applied Linguistics and 3-5 years' TEFL experience at tertiary level. Teacher training experience essential; ESP experience desirable. Salary: local salary approximately Yuan 700 (\$1 - 3.7 Yuan) approximately per month plus annual sterling subsidy of \$5,782. Benefits: free accommodation, airfare, language allowance, installation grant, superannuation contribution. Contract: one year local contract renewable commencing September 1985 guaranteed by the British Council. Closing date: Monday 29 July. References: 85 15 057

SPAIN

Teachers required in N.E. Spain. Experienced graduates. Good conditions. Send recent photo, write to: Box No. 725 00408, Priority House, 51 John's Lane, EC1M 4XJ. (11886) 46000

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Posts Overseas

China

Lecturers in English as a Foreign Language at University and Foreign Language Institutes in Beijing and Shanghai.

Duties: to contribute to the Ministry of Education Programme for the in-service training of advanced level teachers from tertiary institutions; this will include applied linguistics. Qualifications: candidates must be British citizens with a first degree in English or other modern language; MA in Applied Linguistics and 3-5 years' TEFL experience at tertiary level. Teacher training experience essential; ESP experience desirable. Salary: local salary approximately Yuan 700 (\$1 - 3.7 Yuan) approximately per month plus annual sterling subsidy of \$5,782. Benefits: free accommodation, airfare, language allowance, installation grant, superannuation contribution. Contract: one year local contract renewable commencing September 1985 guaranteed by the British Council. Closing date: Monday 29 July. References: 85 15 057

Qatar

Senior Teacher of English, English Language Centre, Doha.

Duties: to teach EFL at all levels using a range of published courses to classes of up to 20 young adults. Up to 24 contact hours a week, mainly at the English Language Centre, but some teaching off site for local companies. Assisting with registration, placement testing, setting classroom tests and writing student reports. The Senior Teacher also assists with course development, level and course co-ordination, materials writing and teacher training. Qualifications: single candidates preferred. First degree preferably in Modern Languages or English and either RSA Dip. TEFL or PGCE TEFL. A minimum of four years' TEFL experience with at least two years overseas. Teaching experience essential. Salary: QR 6,000 per month rising to QR 8,000 in the second year (\$1 - QR 60 approx). Benefits: Tax free salary; large furnished accommodation well equipped to be shared with one other male teacher. Free water and electricity. 30 working days' leave plus public holidays. Free medical and dental care available locally. Transport allowance of QR 140 pm. Baggage allowance of 100 Kg on appointment and termination. Contract: two-year local contract with the British Council. Starting date: as soon as possible. Earlier applicants need not re-apply. Reference: 85 D 43T

Italy

Teachers of EFL, The British Council, Milan and Naples.

Duties: to teach EFL for up to 24 hours per week; to assist in the preparation and programming of courses and materials and with administrative duties. Qualifications: a degree or teaching qualification; RSA Dip. or PGCE TEFL or equivalent at least two years' TEFL experience. Single candidates preferred. Previous applicants need not re-apply. Salary: £7,000-£8,964 p.a. plus a local allowance which varies with exchange fluctuations. Benefits: airfare, baggage allowance, medical insurance, 46 working days' leave plus local holidays. Contract: a two-year contract with the British Council, commencing 2 September. Closing date for applications is 8 August. Reference: 85 D 70-73T

United Arab Emirates

Two teachers of English, The British Council Centre for English Studies, Dubai.

Duties: to teach English as a foreign language at all levels and to assist, if required, on the RSA Preparatory Certificate. Other duties include assistance with syllabus construction and revision; registration and student placement assessments; IELTS and RSA examinations. Qualifications: candidates should be UK citizens with a Degree and RSA Dip. TEFL or equivalent qualification minimum and have two years' experience in TEFL. Salary: 5,000 UAE Dirhams per month, tax free (\$1 - DH 4.7 approx). Benefits: annual airfare; annual increment; terminal gratuity.

Angola

Post 1: Project Leader
Post 2: Teacher of English
Post 3: Teacher of English
Post 4: Teacher of English
Post 5: Teacher of English
Post 6: Teacher of English
Post 7: Teacher of English
Post 8: Teacher of English
Post 9: Teacher of English
Post 10: Teacher of English
Post 11: Teacher of English
Post 12: Teacher of English
Post 13: Teacher of English
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Angola

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